



PRIMARY 1
DISCOVER

2023/2024

FOREWORD

The MOETE launched Egypt's reform vision for the development of education, and the process of developing curricula comes at the heart of this vision. The implementation of this vision was heralded in 2018, starting with the kindergarten stage in its first and second grades, with the aim of continuing until the end of the secondary stage.

This vision endeavored to make major transformations in the teaching and learning processes, where there is a transition from acquiring knowledge to producing it, and from learning skills to employing them both in specific learning situations and in the general life of the learner outside the classroom. Our curricula also integrate values that contribute to the establishment of our society—values which pose as a protective fort for our homeland. Egypt's reform vision for curriculum development also aims to take into account the specifications of pre-university education graduates, as well as the challenges Egypt faces locally, regionally, and globally. The developed curricula are intended to foster a citizen who is capable of engaging in civilized conversations and positive dialogues with the other, in addition to acquiring digital citizenship skills.

In this regard, the MOETE extends its gratitude and appreciation to the Central Administration for Curriculum Development. It also extends its thanks and gratitude to Discovery Education for their active participation in the preparation of this book. Gratefulness also goes to all the Ministry's experts who contributed to the enrichment of this work.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, **His Excellency President Abdel Fattah el-Sisi**. Overhauling the education system is part of the President's vision of "rebuilding the Egyptian citizen" and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. The new education system is only a part in a bigger national effort to propel Egypt to the ranks of developed countries, and to ensure a great future for all of its citizens.

Reviewed by

The General Administration for Planning and Formulating Curriculum

Supervised by

Dr Akram Hassan

Head of the Central Administration for Curriculum Development

WORDS FROM THE MINISTER OF EDUCATION & TECHNICAL EDUCATION

Dear students and fellow teachers,

It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future. For this reason, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level, at a time when the world is witnessing successive industrial revolutions.

This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally - curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

Professor Reda Hegazy

Minister of Education and Technical Education

NAME: --

CONTENTS


WHO AM I?
CHAPTER 1: ALL ABOUT ME

I AM AN EGYPTIAN

My features come from the features of

my ancestors, the Ancient Egyptians .

I have pride in their writing, which

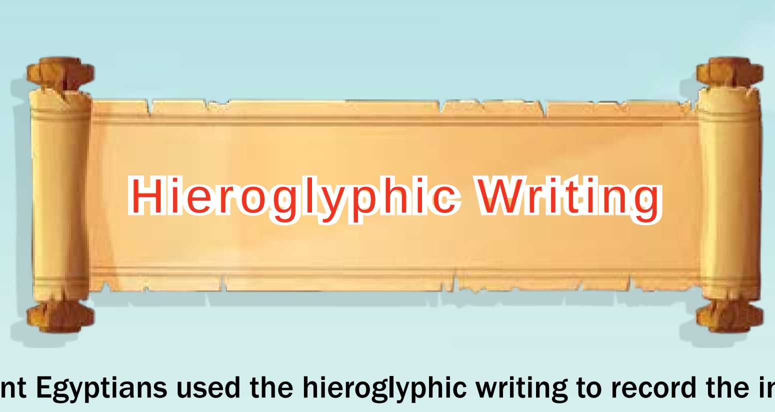
remains until today and talks about their

achievements and the antiquity of the

Ancient Egyptian civilization that was

introduced to humanity.

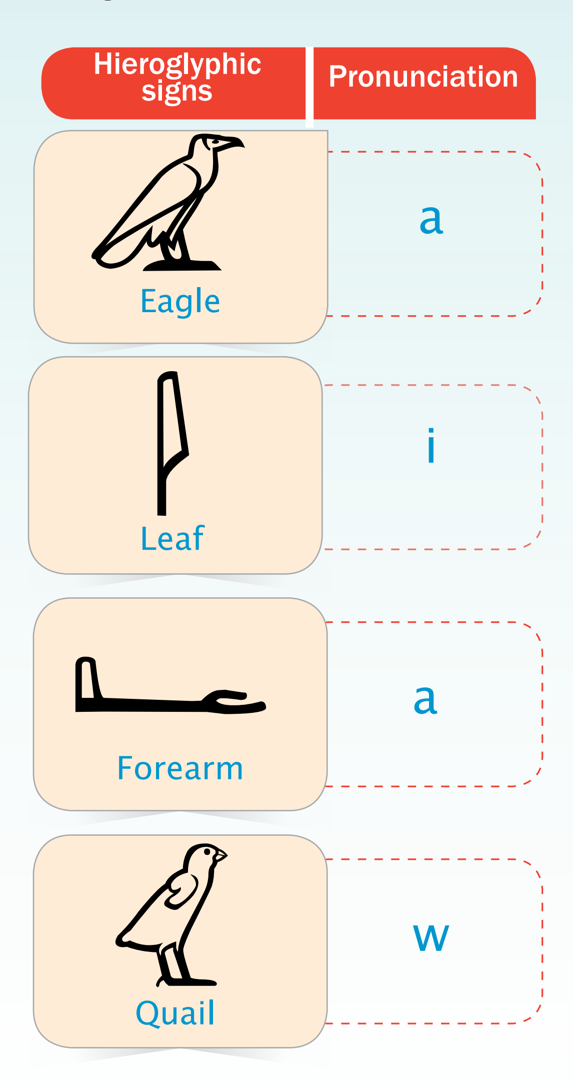


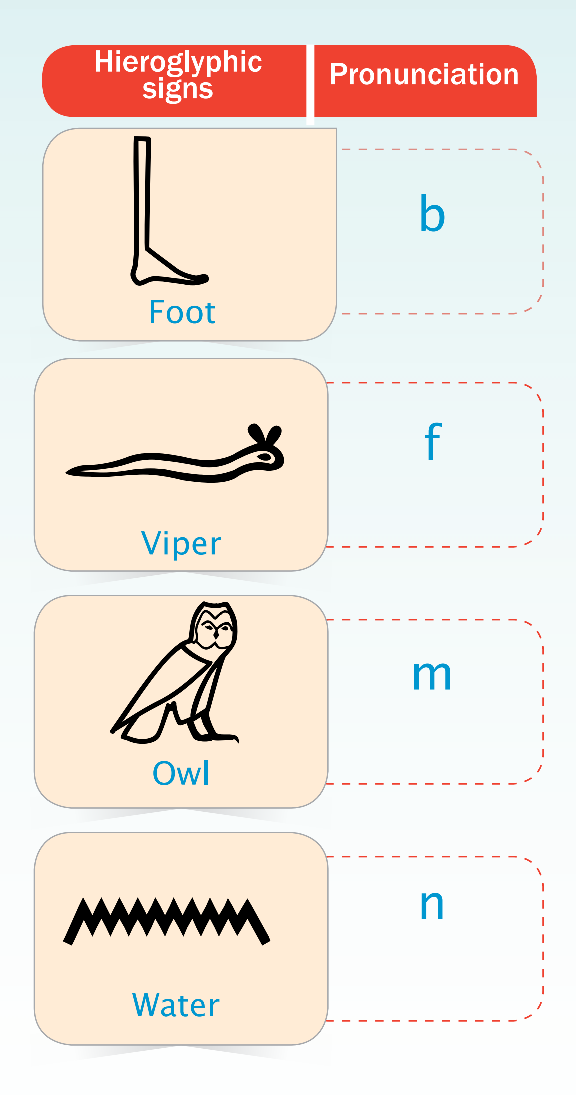


Hieroglyphic Writing

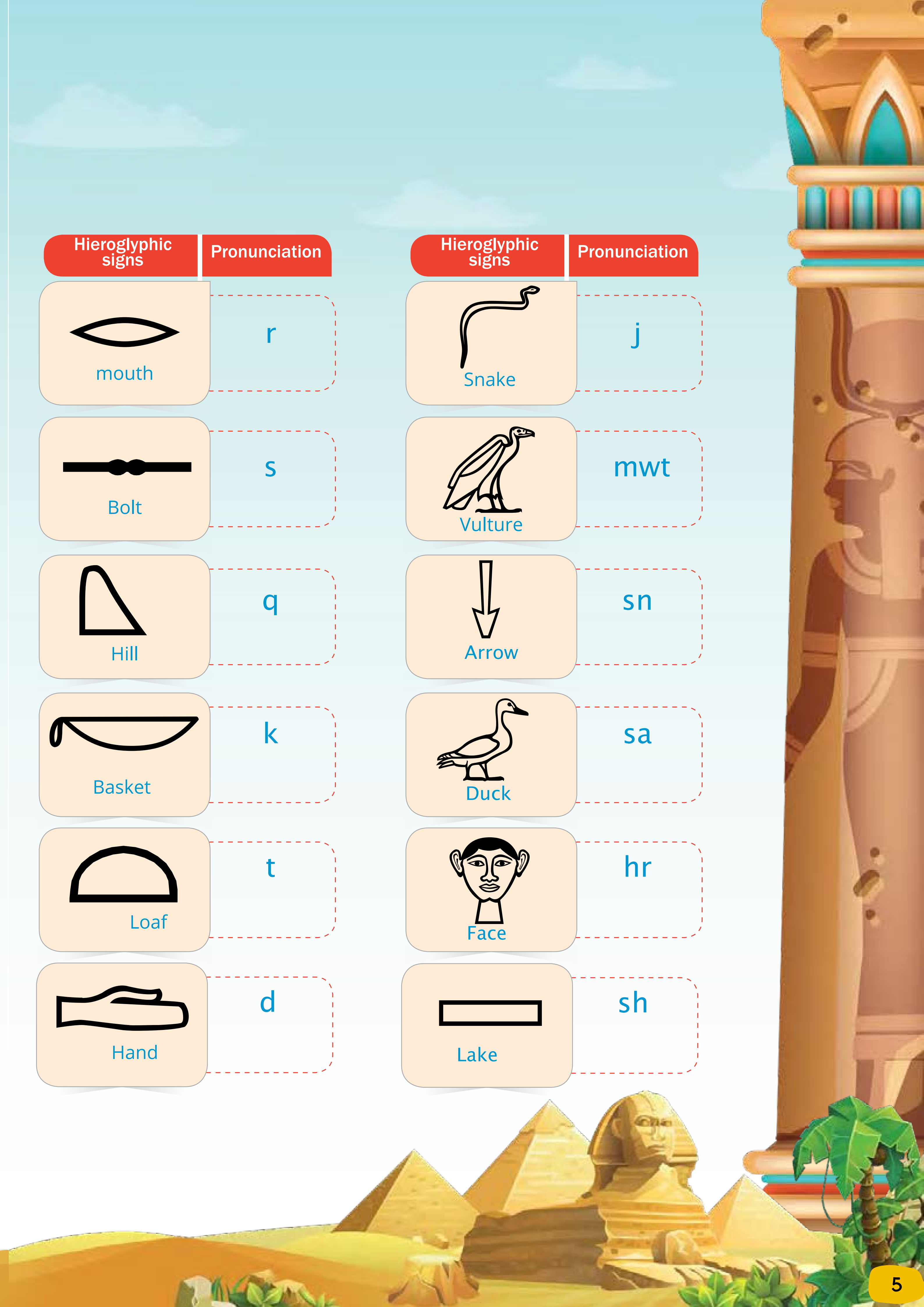
The Ancient Egyptians used the hieroglyphic writing to record the important events in their life, and this writing appeared on many monuments such as temples, tombs, pyramids, and statues.

Some hieroglyphic signs:





Hieroglyphic signs	Pronunciation	Hieroglyphic signs	Pronunciation
Eagle	a	Foot	b
Leaf	i	Viper	f
Forearm	a	Owl	m
Quail	w	Water	n



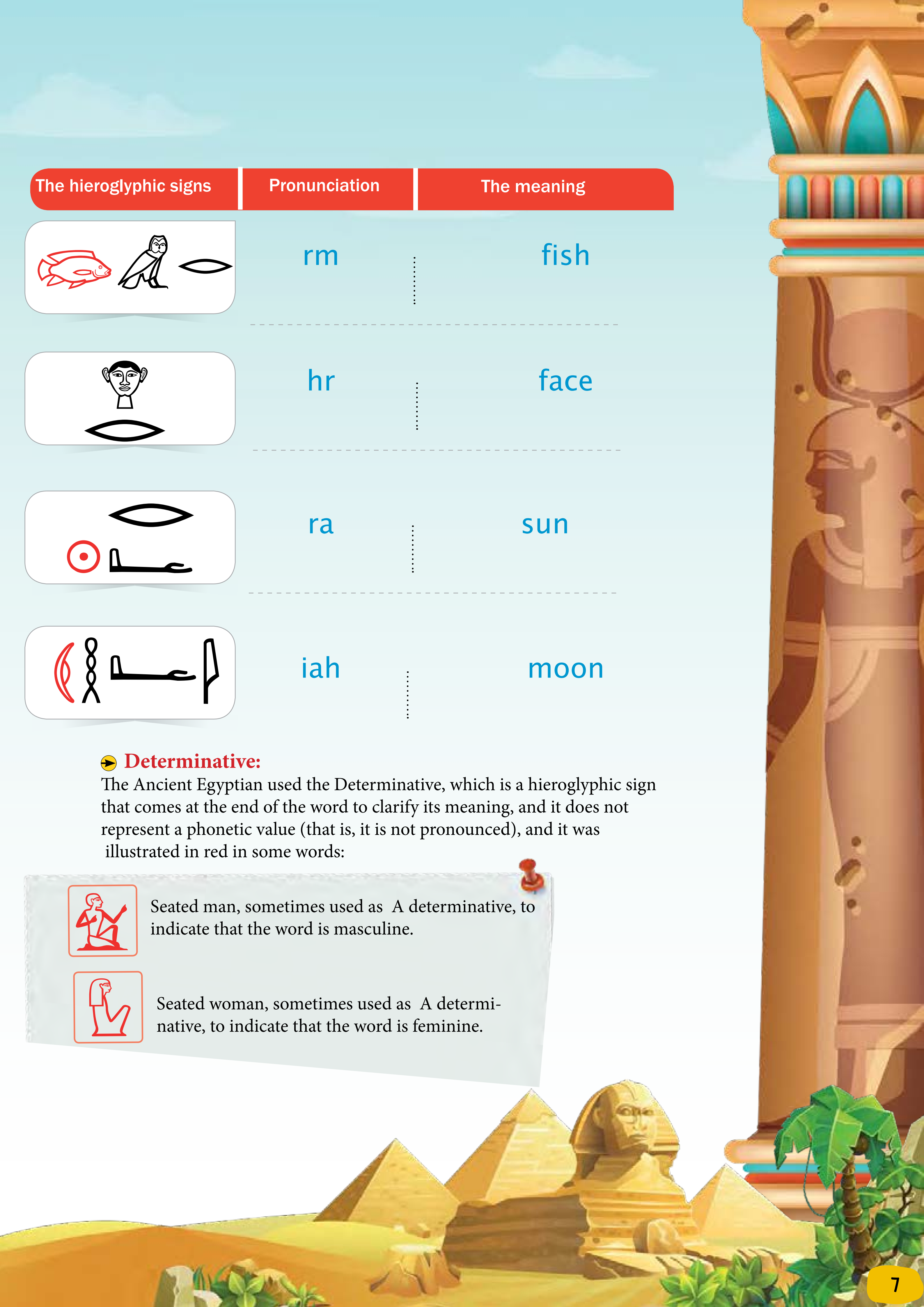
Hieroglyphic signs	Pronunciation
mouth	r
Bolt	s
Hill	q
Basket	k
Loaf	t
Hand	d

Hieroglyphic signs	Pronunciation
Snake	j
Vulture	mwt
Arrow	sn
Duck	sa
Face	hr
Lake	sh



Hieroglyphic Writing

The hieroglyphic signs	Pronunciation	The meaning
	it	father
	mwt	mother
	sn	brother
	snt	sister
	sa	son
	sat	daughter
	st	woman
	jd	say



The hieroglyphic signs	Pronunciation	The meaning
	rm	fish
	hr	face
	ra	sun
	iah	moon

Determinative:

The Ancient Egyptian used the Determinative, which is a hieroglyphic sign that comes at the end of the word to clarify its meaning, and it does not represent a phonetic value (that is, it is not pronounced), and it was illustrated in red in some words:

Seated man, sometimes used as A determinative, to indicate that the word is masculine.

Seated woman, sometimes used as A determinative, to indicate that the word is feminine.





PICTURE OF ME AND MY SENSES

DIRECTIONS: Draw a picture of yourself.

My name: _______________



A FAMILY AT THE PARK

DIRECTIONS: Circle the brother and sister.
Then finish coloring the picture.





EXTENDED FAMILY

DIRECTIONS: Grandmother reads a book. Circle this.

Aunt Sara talks to mom. Circle this in a different color.

Nabil shows his cousin a new toy. Draw a box around this.



OUR FIVE SENSES

DIRECTIONS: Draw lines to match each sense with its helping body part.

Sight

Hearing

Smell

Touch

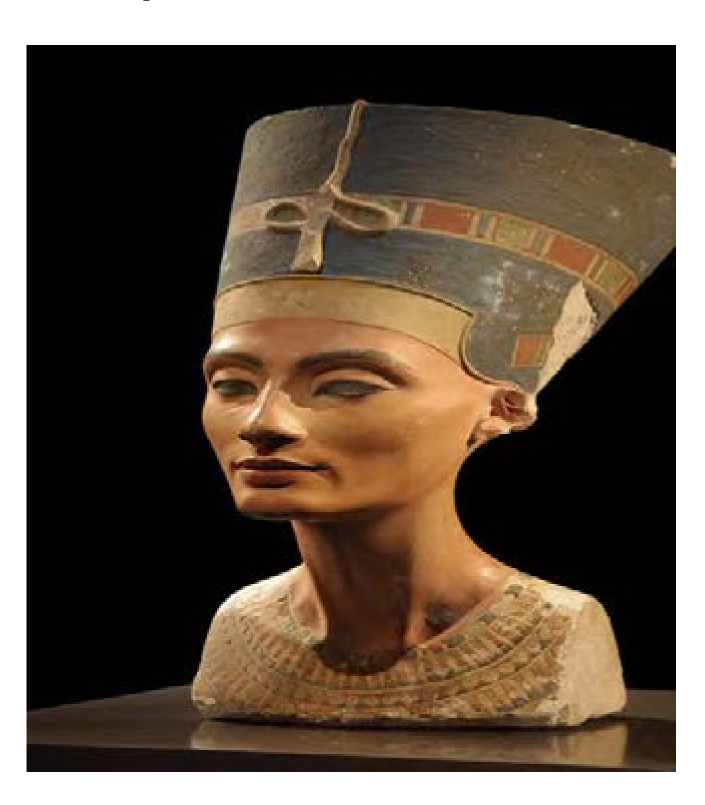
Taste





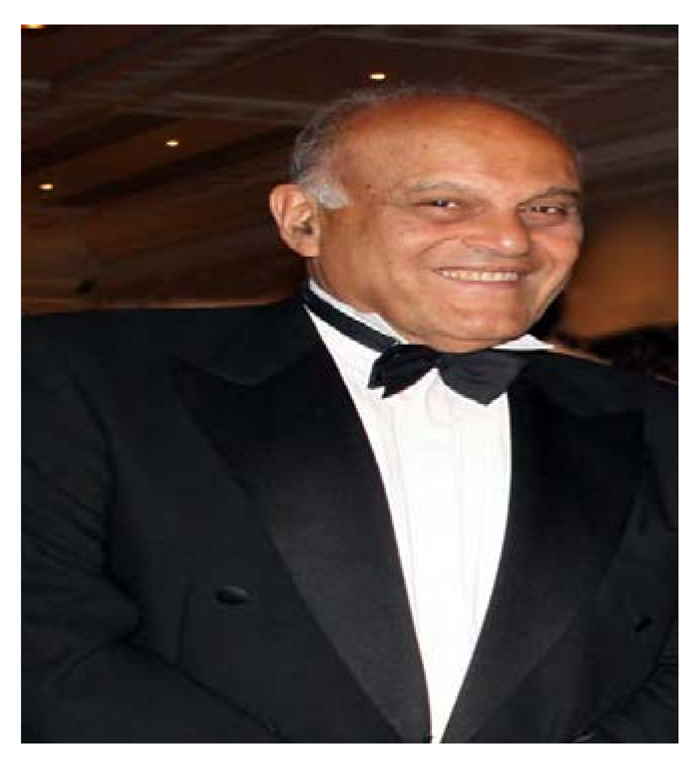
SIMILARITIES AND DIFFERENCES

Directions: Answer these questions by yourself or with a partner.



BUST OF NEFERTITI (1370-1330 BC)

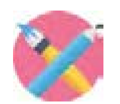
How are you the same as Nefertiti?
How are you different?



DR. MAGDI YACOUB

What do you see in this portrait?
What colors do you see?
What parts of the face can you name?

Lesson 5



MY PICTURE

DIRECTIONS: Meet some new friends. How are they like you? How are they different?



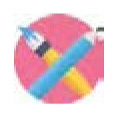
Hi, my name is Karim.
I have short hair.
I wear glasses.
I live in Egypt.
My family is from Aswan.
I love playing football.

Hi, my name is Mona.
I am seven years old.
I like to wear braids.
I love reading.
I love riding bikes.



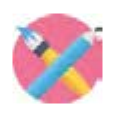

WHO AM I?
CHAPTER 2 : FAMILY TREE

Lesson 1



MIXED-UP ROUTINE

DIRECTIONS: These routines are not in the right order. Number the steps 1, 2, 3, 4 to show the correct order.



ADULTS AND BABIES

DIRECTIONS: Match the adults to the babies.

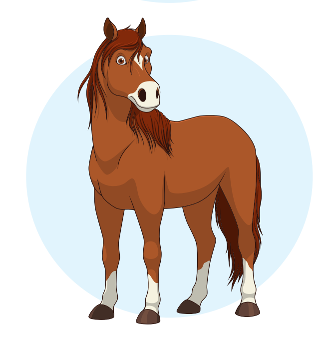








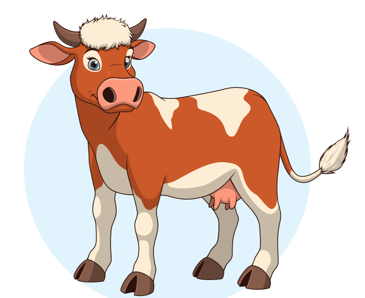










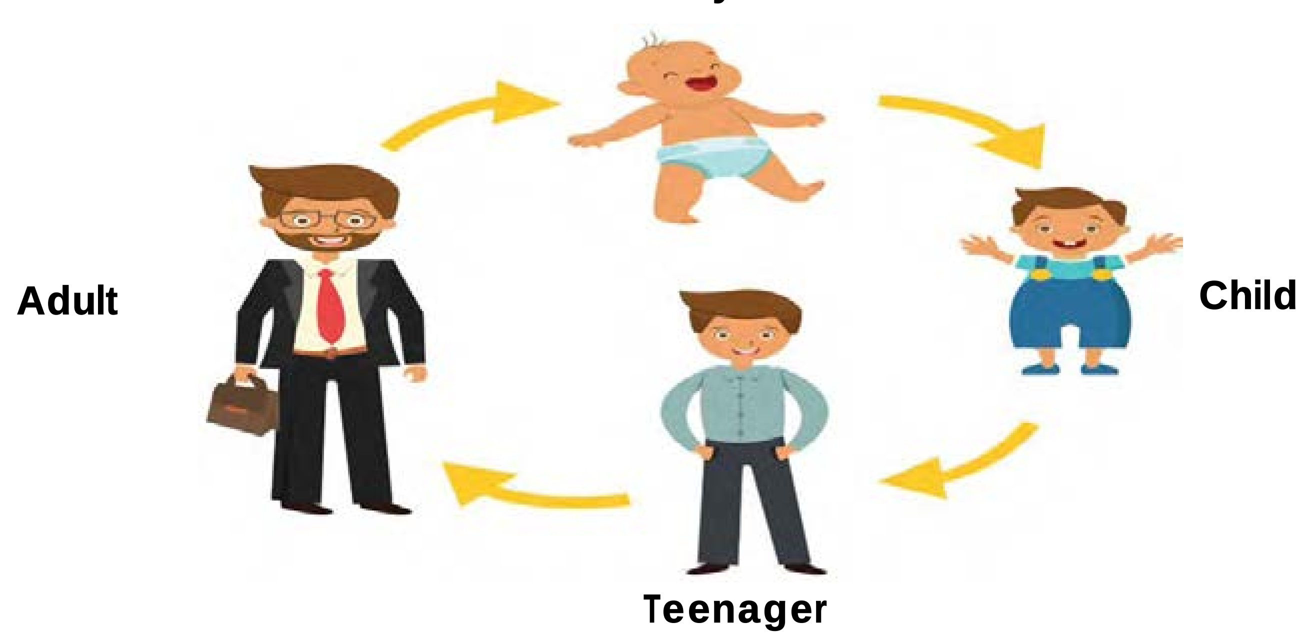




LIFE STAGES OF A HUMAN

DIRECTIONS: Study the life stages of humans.

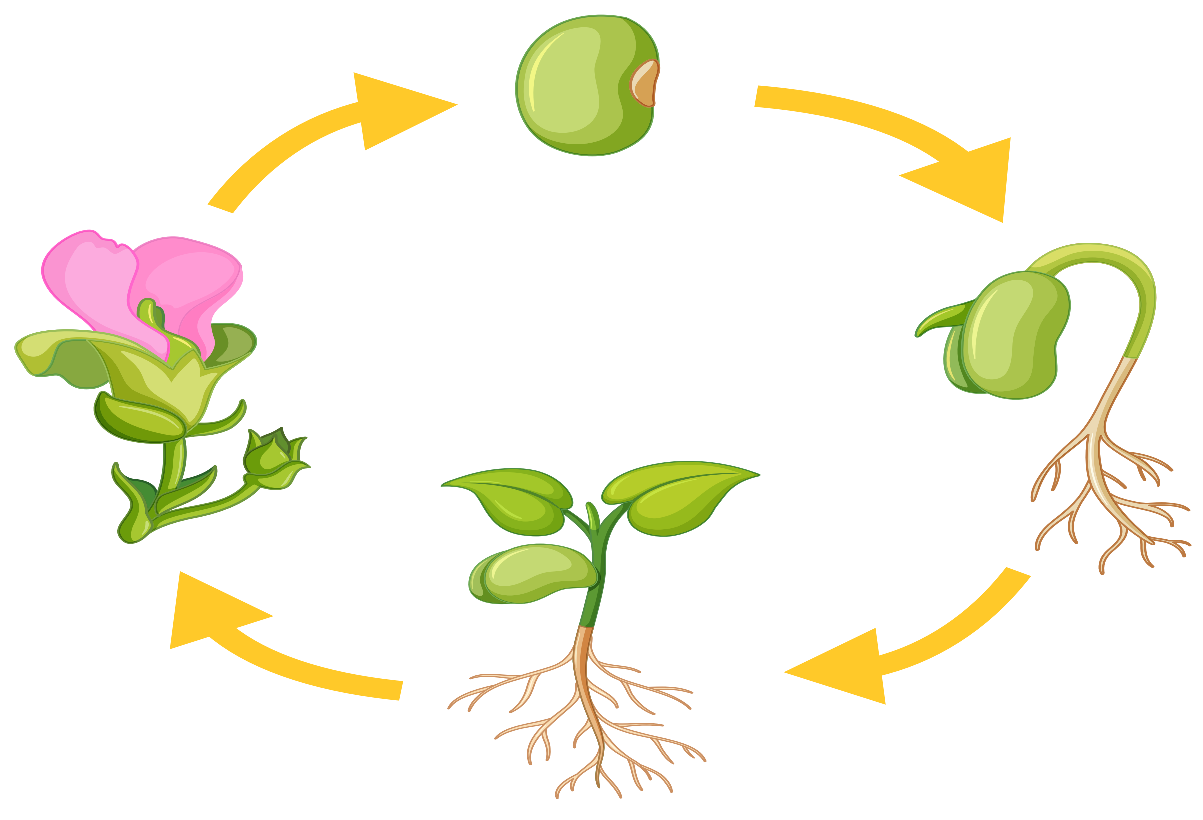


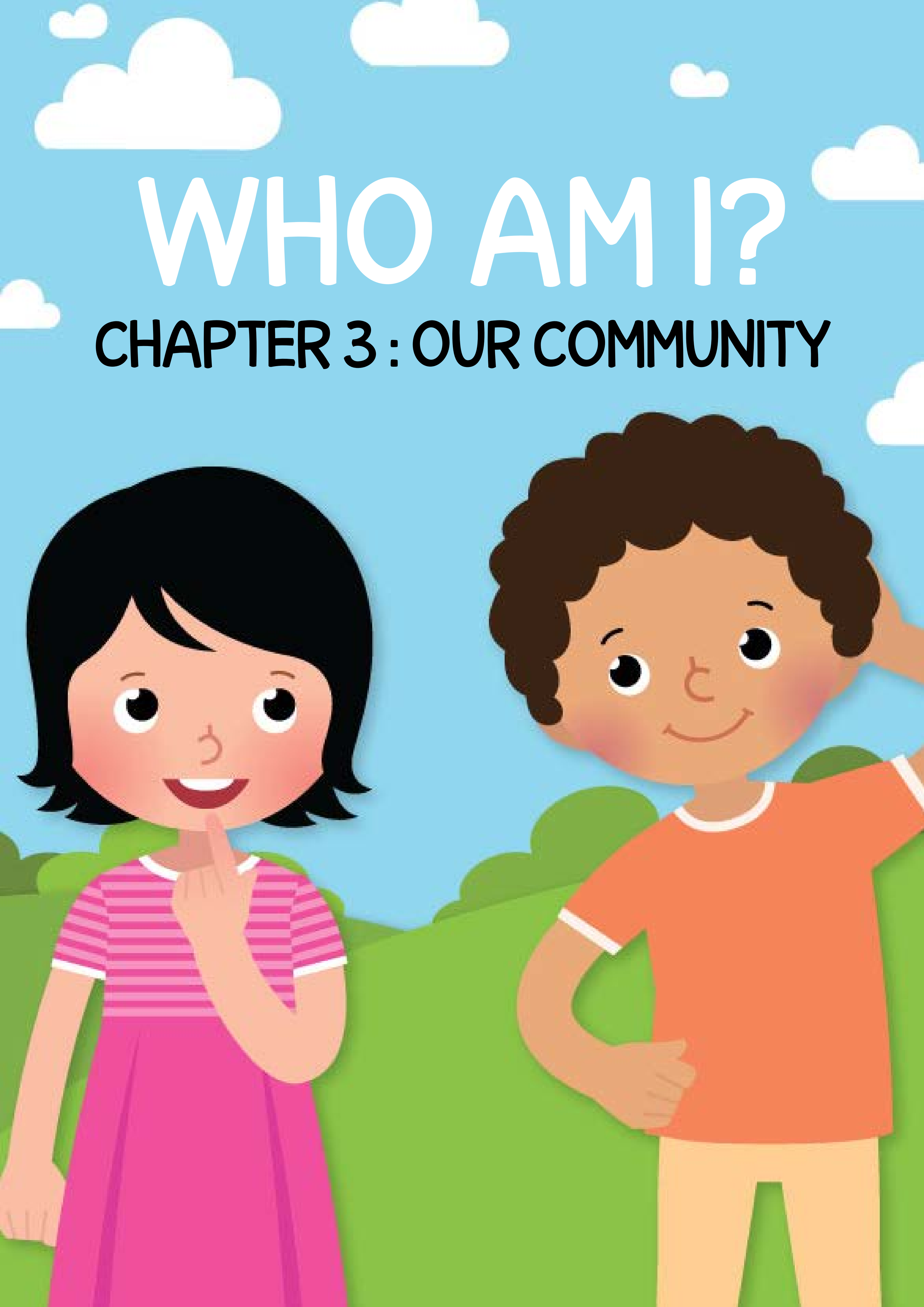




LIFE CYCLE OF A PLANT

DIRECTIONS: Study the life cycle of a plant.




WHO AM I?
CHAPTER 3 : OUR COMMUNITY

Lesson 1

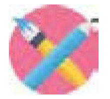


OUR RIGHTS

DIRECTIONS: Trace the words below. Write the first letter of your name in each box. This shows you agree with the right.

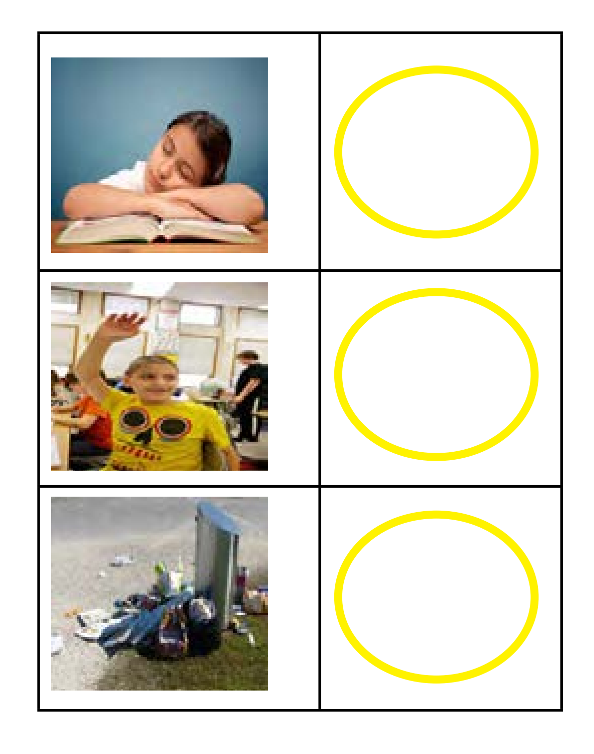
WE HAVE THE RIGHT TO:

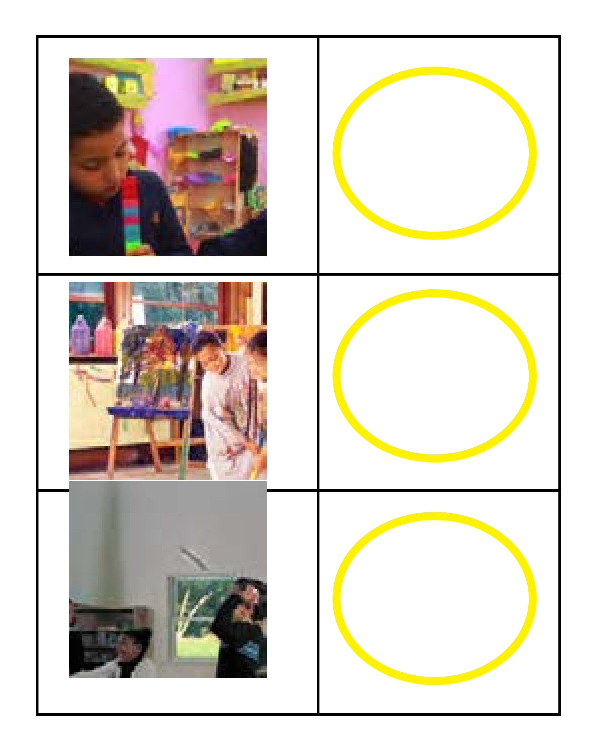




RULES

DIRECTIONS: Draw a smiley face in the circle if the student is following the rules. Draw a frowning face in the circle if the student is not following the rules.





Lesson 2



COMMUNITY HELPERS

DIRECTIONS: Match the community helper with the place where he or she would work.









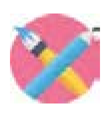








Lesson 3



WORKERS TOOLS

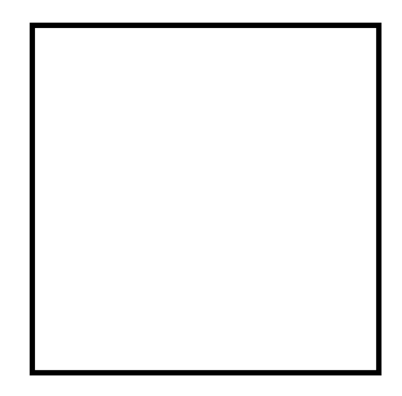
DIRECTIONS: Match the workers with the tool used to do the job.





DIRECTIONS: In the box next to the doctor, draw an important tool that he or she uses every day.







CHAPTER 1 : OUR ENVIRONMENT

Lesson 1



IS IT LIVING?

DIRECTIONS: Write yes or no in each box.

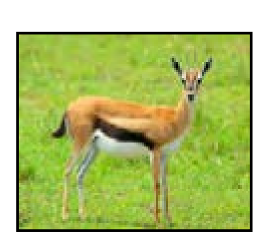
Object	Does it grow and change?	Does it need food and water?	Does it need air?	Does it move by itself?	Is it living?
Bird					
Rock					
Tree					
Slide					

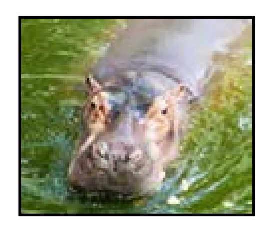
Lesson 2

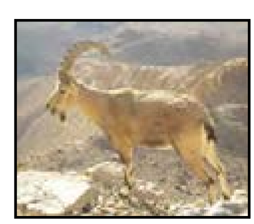


DESERT AND DELTA

DIRECTIONS: Write an important detail about the desert and Delta.
Draw a picture of the desert and Delta.
Circle the animals you think live in the desert.
Draw a square on the animals you think live in Delta.









Lesson 3



TAKE CARE OF THE ENVIRONMENT

DIRECTIONS: Put a red X through the actions that will hurt the environment. Put a green circle around the actions that will help take care of your surroundings. Color the pictures.



CHAPTER 2 : MOVING AROUND OUR ENVIRONMENT

Lesson 1



PLANT DIAGRAM

DIRECTIONS: Use the word bank to label the parts of the plant. Draw a line from the plant part to its function.

Leaves | flower | roots | stem

Holds the plant in the ground. Soaks water from the soil.

Holds the plant up. Carries water from the roots to the different parts of the plant.

Lets in air. Uses sunlight to make food.

Makes seeds.

Lesson 2



ANIMAL DIAGRAMS

DIRECTIONS: Use the word bank to label the parts of the animals.

shell | wing | fin | claws | teeth

tall | beak | feathers | scales





HOW ANIMALS MOVE?

DIRECTIONS: Sort the animals by how they move.
Write the name of your favorite animal in each group.

ANIMAL	WALK, RUN, HOP	SWIM	FLY
rabbit			
elephant			
butterfly			
owl			
penguin			
dolphin			
cricket			
My favorite animal			

Lesson 4



HOW OBJECTS MOVE INVESTIGATION?

DIRECTIONS: Test each object to see how it can move. Write yes or no in each box.



Object	Bounce	Roll	Spin	Slide
Ball				
Block				
Pencil				

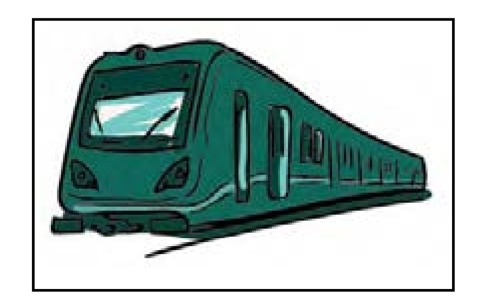
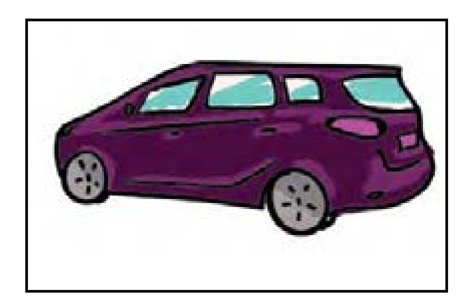
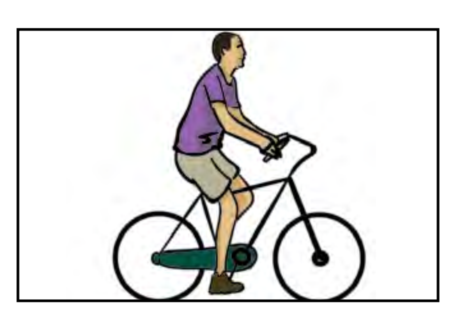


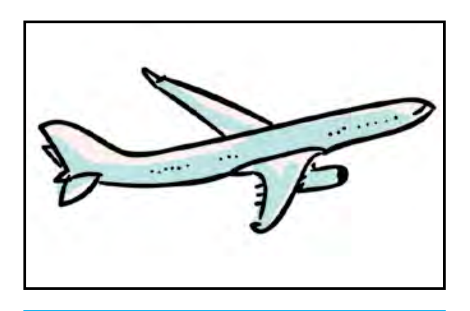
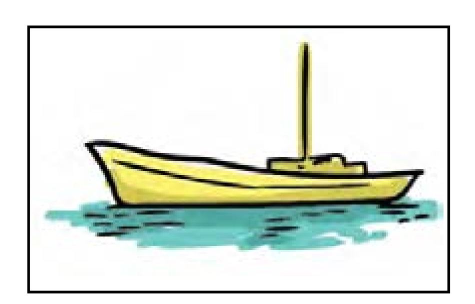
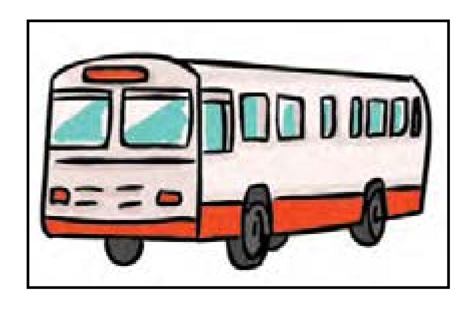


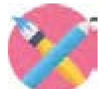


TRANSPORTATION IN EGYPT

DIRECTIONS: Look at the pictures below. Write the name of each type of transportation. Mention its type (Land - Air - Sea) then put (✓) in front of the one that pollutes the environment.



DOES IT CAUSE POLLUTION?

DIRECTIONS: Use the previous pictures, then complete the table.

Pollution	**No Pollution**



THE WORLD AROUND ME

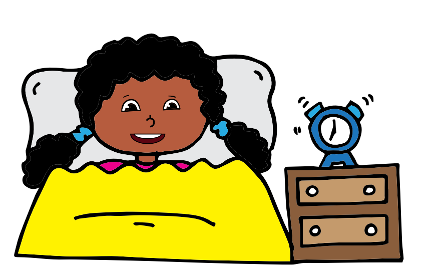
CHAPTER 3 : GROWING FOOD IN THE WORLD AROUND US





THE SUN IN THE SKY

DIRECTIONS: Read the story. Use a yellow crayon to color the sun.



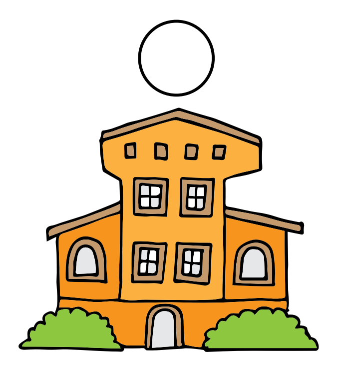






Mona wakes up. She sees the sun.





Mona eats lunch. She sees the sun.



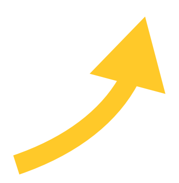


Mona goes to bed.
She does not see the sun.



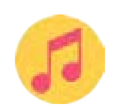


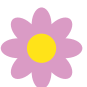
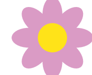




Mona plays a game. She sees the sun.





 SEASONS OF THE YEAR 

DIRECTIONS: Listen to your teacher.
Then write the season name under each picture.

1. Each season of the year, weather changes,
Weather changes, weather changes.
Each season of the year, weather changes
All year long.

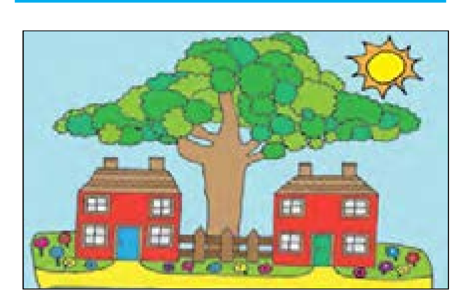


2. The leaves on the tree fall to the ground.
To the ground, to the ground.
The leaves on the tree fall to the ground,
All fall long.

3. The weather outside is cold and rainy
Cold and rainy, cold and rainy.
The weather outside is cold and rainy
All winter long.



4. The flowers and leaves are starting to grow
Starting to grow, starting to grow.
The flowers and leaves are starting to grow,
All spring long.



5. The weather outside is hot and sunny
Hot and sunny, hot and sunny.
The weather outside is hot and sunny
All summer long.

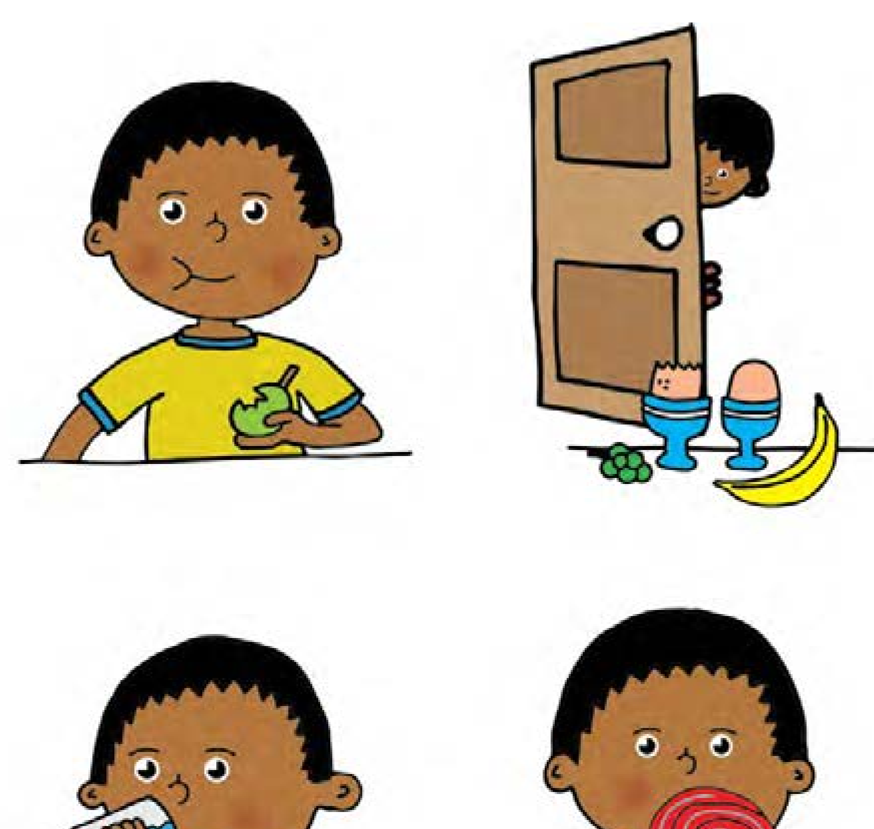
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Lesson 3



HEALTHY FOOD CHOICES

DIRECTIONS: Circle the healthy food choices.













THE WORLD AROUND ME

CHAPTER 4 : CELEBRATING THE WORLD AROUND US

Lesson 1



EGYPTIAN FEASTS

DIRECTIONS: Read the story to discover what happens during different feasts. Draw a picture to show what happens during each feast. Label the pictures.

NEW YEAR'S EVE: It is New Year's Eve. Families celebrate together. Fireworks go off in the sky. Children get new and colorful clothes. Girls and boys get sweets and toys.

EID AL-FITR: It is Eid al-Fitr. Families celebrate together and visit relatives.They pray together. They eat ka'ak. Children get new clothes. Children get Eid-ey-yah.

EID AL-ADHA: It is Eid al-Adha. Families celebrate together. They pray together and watch the sacrifice of the sheep. They eat Fattah and visit their families. Children get new clothes. Children get Eid-ey-yah.

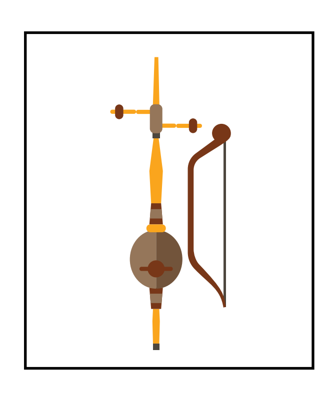
CHRISTMAS: It is Christmas (Eid Almilad), which is celebrated on January 7. Families celebrate together. They eat lots of meat. Eid Milad Majid!





EGYPTIAN TRADITIONS

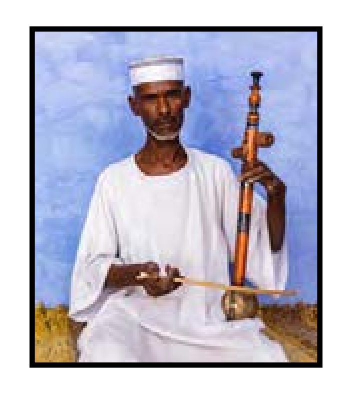
DIRECTIONS: Read the information to discover some Egyptian traditions.



SONGS: One traditional song is about the life of Beni Helal. The singer plays the Rababa.

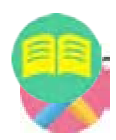


FOOD: Koshari is a traditional Egyptian dish. It is made with rice, lentils, and tomato sauce. Another traditional dish is Ful medames. It is made with soft beans.



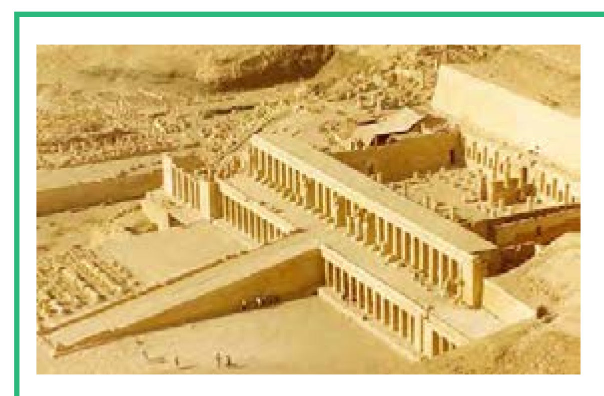
CLOTHING: Traditional costumes depend on where people live. Many years ago, women in Alexandria and other regions used to wear melaya laf. Men used to wear galabiyas, trousers, and koftans.





EGYPTIAN MONUMENTS

DIRECTIONS: Read about these Egyptian monuments.



The **Temple of Hatshepsut** is located on the west bank of the Nile River. The temple is built into a cliff. It was built to honor Queen Hatshepsut.



The **Luxor Temple** is located on the east bank of the Nile River. The temple was dedicated to bury three Egyptian kings.



The **Sphinx** is located in Giza on the west bank of the Nile River. It is the largest statue in the world. It has the head of a human and the body of a lion.



The **Pyramids of Giza** are located in Giza. They are the most famous Egyptian monument. There are three pyramids and Great Pyramid of Khafu is the largest and tallest pyramid in Egypt.



TRAVELING TO EGYPTIAN MONUMENTS

DIRECTIONS: Look at the map below. Draw a large "✓" where you are located. Then identify the direction and type of transportation to visit one of the historical places on the map.

ALEXANDRIA

Pyramids of Giza

GIZA

CAIRO

Noth

west

Esat

South

The Sphinx

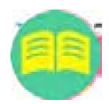
RIVER NILE

Temple of Hatshepsut

LOUXOR

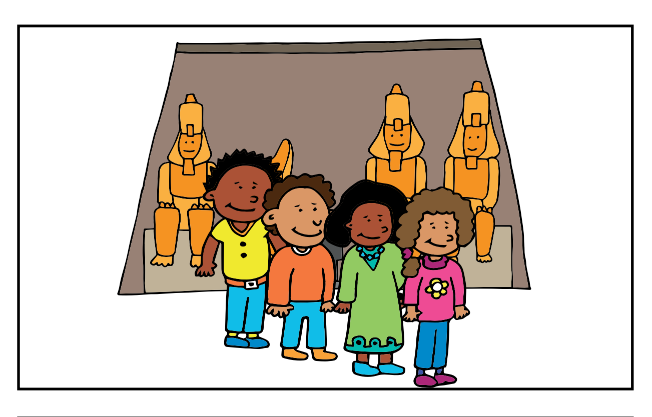
Luxor Temple

ASWAN

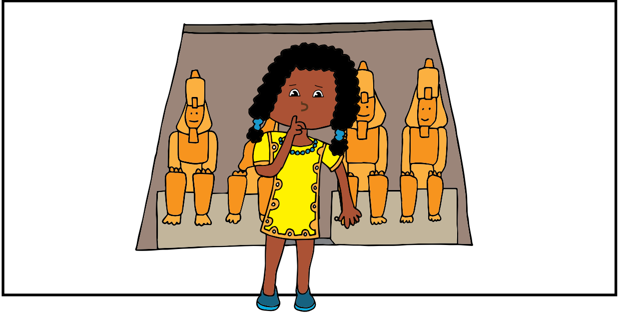


RESPECTING EGYPTIAN MONUMENTS

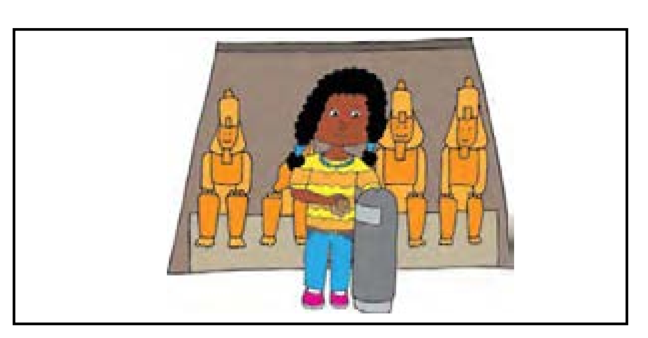
DIRECTIONS: Read the list of appropriate behaviors for visiting monuments or historical sites.



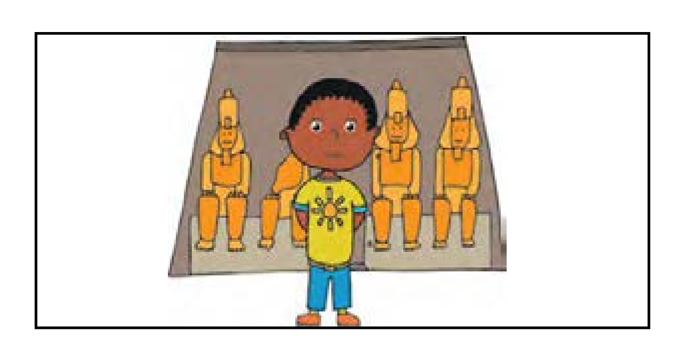
STAND IN LINE TO WAIT YOUR TURN



BE SILENT OR SPEAK QUIETLY



KEEP CLEAN



DO NOT TOUCH ANYTHING UNLESS INVITED TO DO SO

MATH JOURNAL

Lesson 1

Directions: Draw any 3 objects in the room that you like.

Lesson 2

Directions: Find 3 things in the classroom that are the same.Draw them.

Lesson 3

Directions: Draw 2 objects in the room that are the same and 2objects in the room that are different.

Lesson 4

Directions: Draw an animal that has 4 legs.

Lesson 5

Directions: Trace your or your partner's hand and fingers.

Lesson 6

Directions: Draw 1 object and then a circle around it. Draw 2 objects and then a circle around them. Draw 3 objects, and thena circle around them. Draw 4 objects and then a circle around them. Draw 5 objects and then a circle around them.

Lesson 7

Directions: Write the number 0 three times. Write the number 1three times. Draw a picture to show 1 of something.

Lesson 8

Directions: Draw a number line.

Add numbers 0, 1, 2, and 3 to the number line.

Lesson 9- 10

Directions: Write the number 4 three times. Draw 4 dots to show 4. Write the number 5 three times. Draw 5 dots to show 5.

Lesson 11

Directions: Write the number 6 three times. Draw 6 clouds under the numbers. Draw what you think you'll learn tomorrow.

Lesson 12

Directions: Write the number 7 three times. Draw 7 objects.

Lesson 13

Directions: Write the number 8 three times. Draw 8 dots to show 8.

Lesson 14

Directions: Write the number 9 three times. Draw 9 loaves of bread.

Lesson 15-16

Directions: Write the number 10 three times. Trace both of your hands. Then, write numbers 1 to 10 in order on each finger.

Lesson 17

Directions: Draw 6 big butterflies and 4 little butterflies.

Lesson 18

Directions: Draw 3 circle things and 4 triangle things.

Lesson 19

Directions: Draw 11 balloons. Write the number 11 inside the last balloon. Draw one more balloon. Write the number 12 inside the added balloon. Draw one more balloon. Write the number 13 inside the last added balloon.

Lesson 20

Directions: Draw 11 dots and circle them. Write the number 11 next to it. Draw 12 dots and circle them. Write the number 12 next to it. Draw 13 dots and circle them. Write the number 13 next to it.

Lesson 21

Directions: Draw 14 flowers. Write the number 14 next to the 14 flowers. Draw 15 flowers. Write the number 15 next to the 15 flowers.

Lesson 22

Directions: Write the number 16. Draw 16 triangles.
Write the number 16 in the last triangle.

Lesson 23

Directions: Write the number 17. Draw 17 triangles.
Write the number 17 in the last triangle.

Lesson 24

Directions: Draw pictures of animals to answer the teacher's questions about the bar graph.

Lesson 25

Directions: Draw 18 circles. Write the number 18.

Lesson 26

Directions: Write the number 19. Draw 19 triangles. Draw 20 objects. Write the number 20.

Lesson 27

Directions: Write the number 21 three times.
Write the number 22 three times.

Lesson 28

Directions: Write the number 23 three times.
Write the number 24 three times.

Lesson 29

Directions: Draw pictures to solve the story problems.
Write a number sentence for each problem.

Lesson 30

Directions: Write the number 25 three times.

Lesson 31

Directions: Solve the problems with your Shoulder Partner.
Write a number sentence for each problem.

Lesson 32

Directions: Write the number 26 three times.
Write the number 27 three times.

Lesson 33

Directions: Draw pictures to solve the story problems.
Write a number sentence for each problem.

Lesson 34

Directions: Write the number 28 three times.
Write the number 29 three times.

Lesson 35

Directions: Write the number 30 three times.

Lesson 36

Directions: Write the numbers the teacher says aloud.

Lesson 37

Directions: Write the numbers the teacher says aloud.

Lesson 38

Directions: Write the numbers the teacher says aloud.

Lesson 39

Directions: Draw pictures to solve the story problems.

Lesson 40

Directions: Write the number 31 three times.

Write the number 32 three times.

Lesson 41

Directions: Draw pictures to solve the story problems.

Write a number sentence for each problem.

Lesson 42

Directions: Write the number 33 three times.

Write the number 34 three times.

Lesson 43

Directions: Write the number 35 three times.

Lesson 44

Directions: Write the number 36 three times.

Write the number 37 three times.

Lesson 45

Directions: Write the number 38 three times.

Write the number 39 three times.

Lesson 46

Directions: Write the number 40 three times.

Lesson 47

Directions: Write the numbers the teacher says aloud.

Lesson 48

Directions: Use this page to solve subtraction problems.

Lesson 49

Directions: Write the number sentences here.

Write the numbers the teacher says aloud.

Lesson 50

Directions: Solve math problems here.

Lesson 51

Directions: Write and solve math problems here.

Lesson 52

Directions: Write and solve math problems here.

Lesson 53

Directions: Write the numbers 40 to 49.

Lesson 54

Directions: Write the numbers 40 to 49.

Lesson 55

Directions: Write the times your teacher says aloud.

Lesson 56

Directions: Write the numbers 50 to 59.

Lesson 57

Directions: Write the numbers 60 to 69.

Lesson 58

Directions: Write the numbers 70 to 79.

Lesson 59

Directions: Write the numbers 80 to 89.

Lesson 60

Directions: Write the numbers 90 to 99.

Lesson 61

Directions: Write the number 100 three times.

TERM 2

HOW THE WORLD WORKS? CHAPTER 1

HOW GOODS ARE MADE AROUND THE WORLD





NEEDS OR WANTS?

Trace each label on the chart below.

Sort the things that make you happy into the correct columns.

NEEDS	WANTS

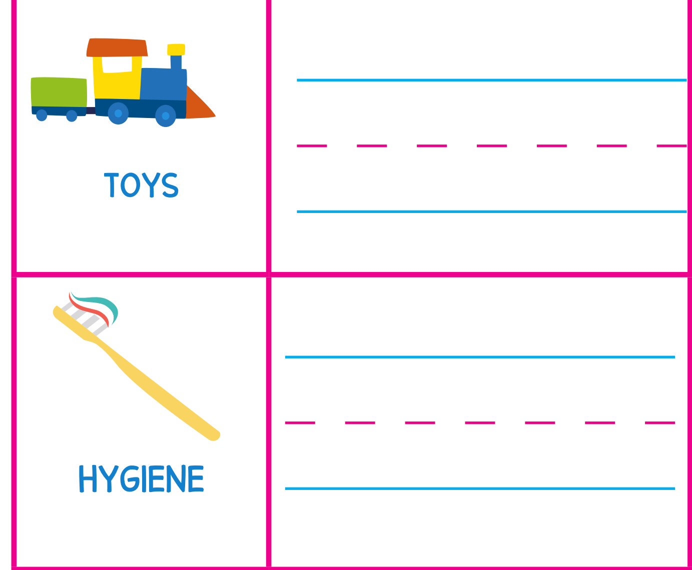
Lesson 2



TYPES OF GOODS

Write each item from the list on the board under the correct type of good.

CLOTHING	
FOOD	



TOYS	
HYGIENE	



STORES AND MARKETPLACES

Write each item from the list on the board under the place where you can buy it.

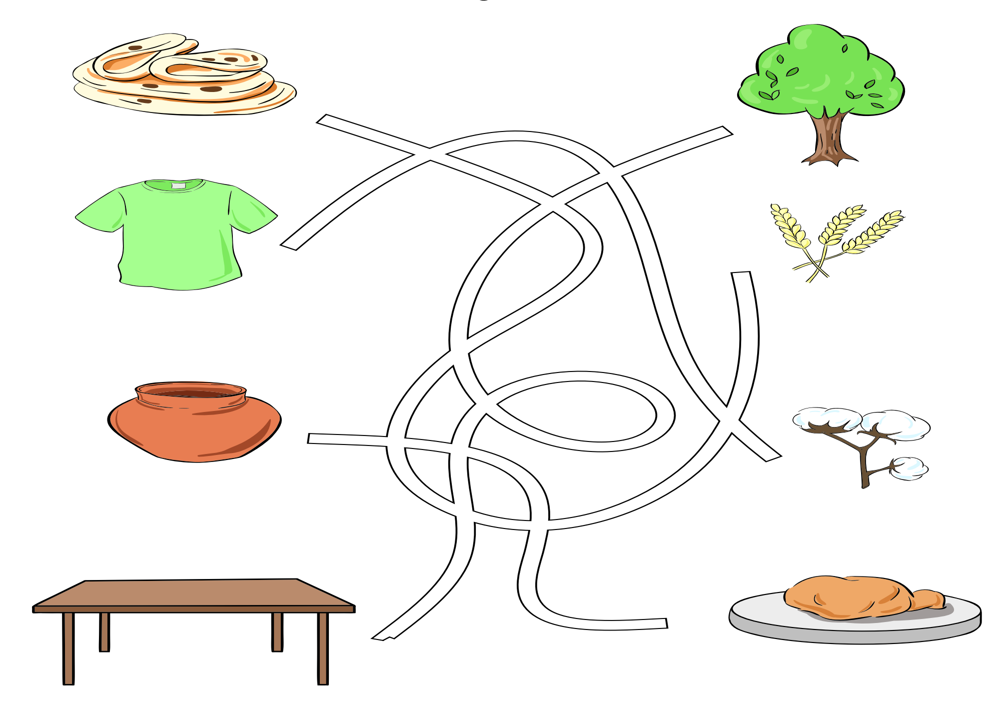
GROCERY STORE	
PHARMACY	

BOOK STORE	
MARKET	



MATERIALS MAZE

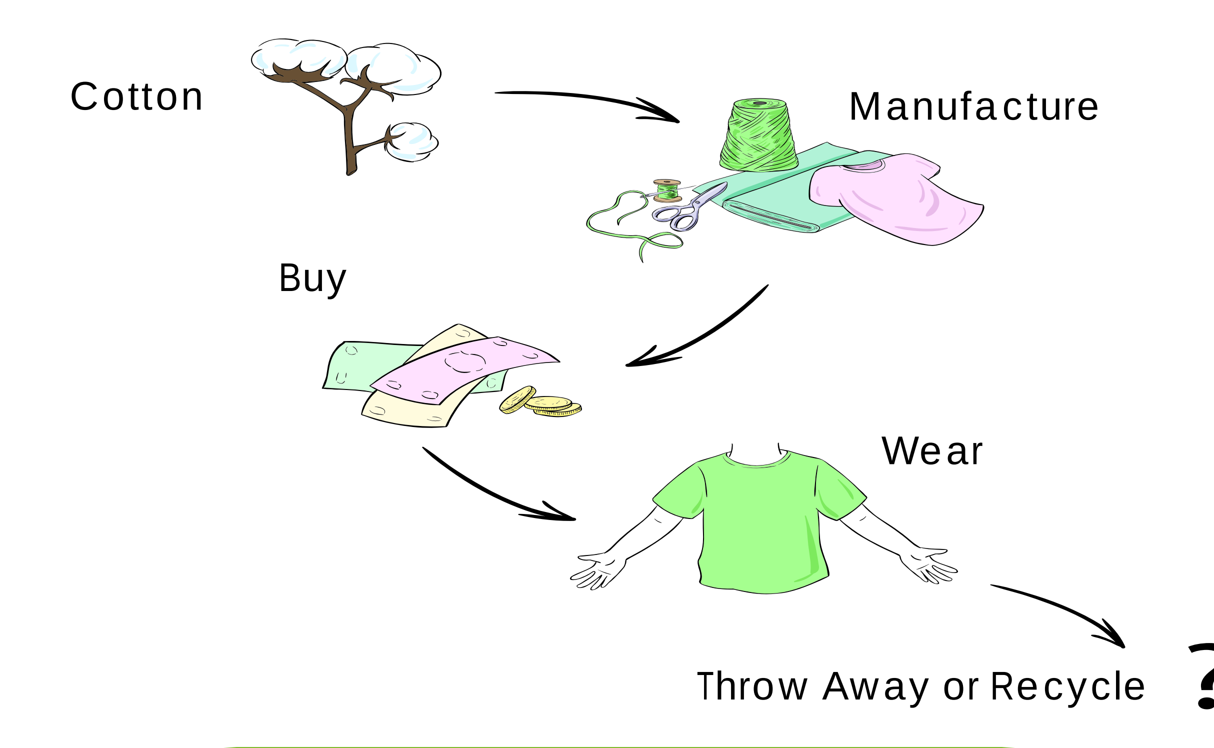
Follow each maze from the good to the resource used to make it.





STAGES OF MAKING A PRODUCT

Study the diagram below to learn the stages in creating clothing. Say each word out loud as you read it.







THROW AWAY OR RECYCLE CLOTHING?

Draw and color a picture of what happens when you throw away and recycle clothing.

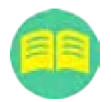
When I Throw Away Clothes:

When I Recycle Clothes:

Decide if it is better to throw away or recycle your old clothing, and write a sentence explaining why.

It is better to THROW AWAY / RECYCLE my old clothing because

Lesson 5



TECHNOLOGY AND THE T-SHIRT

Read the text below to learn how technology helps people make clothing more easily.



Planting cotton in fields.



Collecting cotton using a cotton harvesting machine.



Separating seeds using a cotton gin machine.



Spinning and waving cotton, then turning it into yarn then cloth.



Making a T-shirt from fabric.



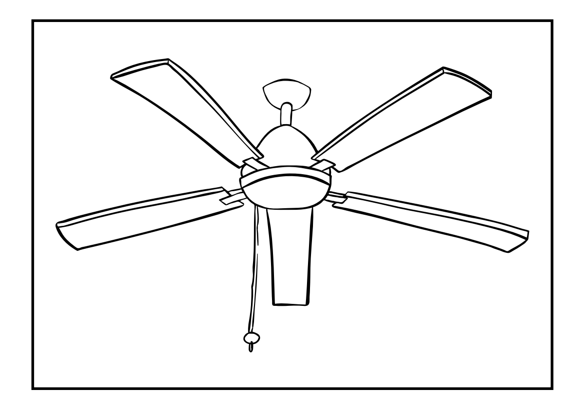


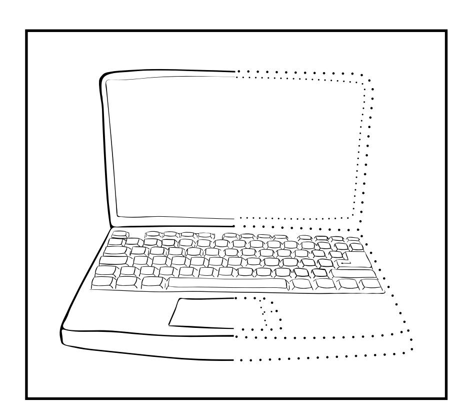
APPLIANCES

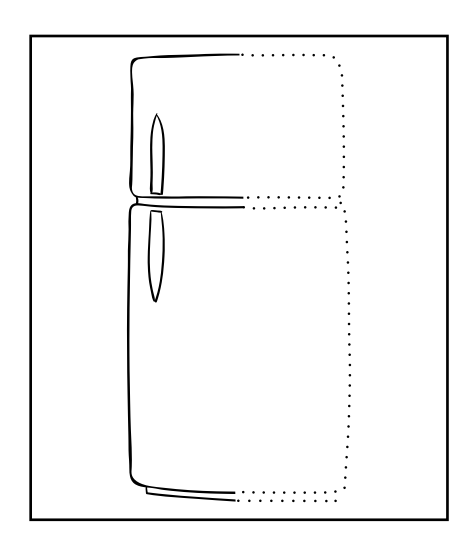
In each box, complete the drawing of an appliance. Then, match each appliance with the correct action.

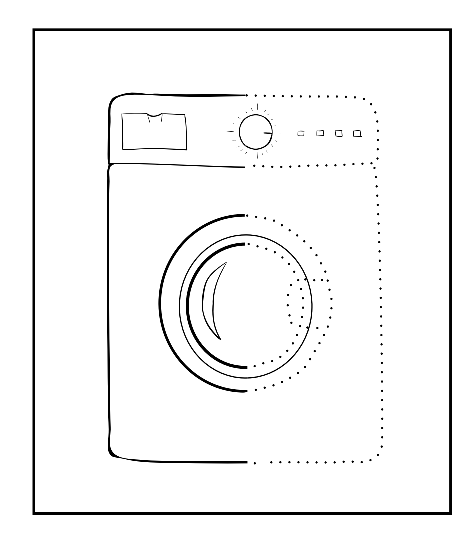
Cool the air **Heat up food** **Clean clothes**

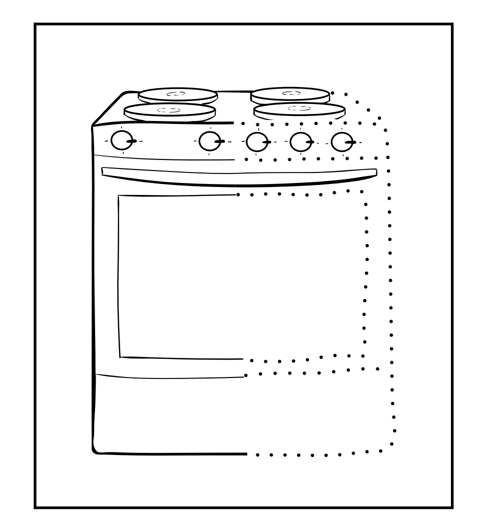
Keep food cold **Find information**











Lesson 1



CONSERVING WATER

Study the home below. Circle places where you could do something to help conserve water.





WATER PLEDGE

Complete the pledge below. Draw a picture to show your promise.

I PLEDGE TO CONSERVE WATER AT HOME. I WILL DO THIS BY:

HOW BUSINESS WORKS

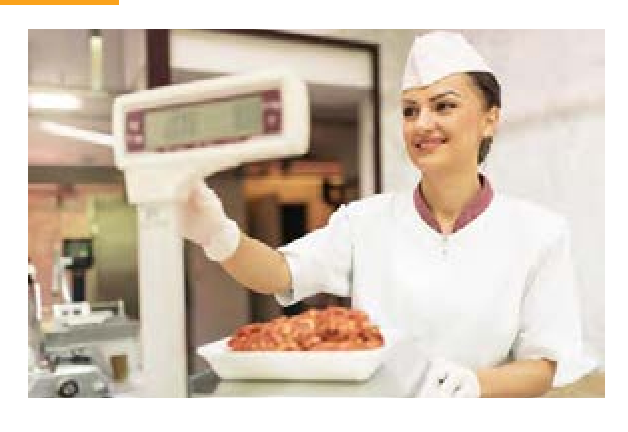




AT WORK

Read the text below. Underline the PLACE in blue. Underline the JOB in green. Underline the TOOLS in orange.

This is a meat market. A butcher works at the meat market. The butcher cuts the meat with a knife. The butcher uses a scale to weigh the meat.





This is a bank. A teller works at the bank. The teller adds up money with a calculator. The teller types amounts of money into the computer.

This is a bakery. A baker works at the bakery. The baker uses a mixer to mix the ingredients. The baker puts the bread in the oven to cook.



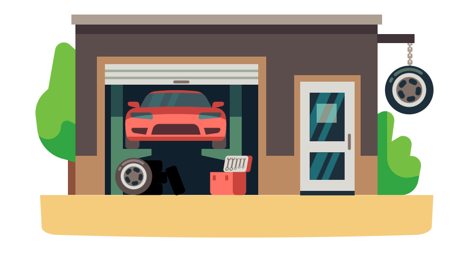
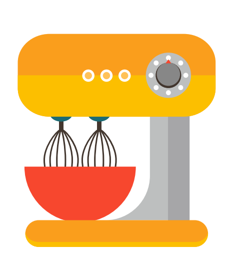
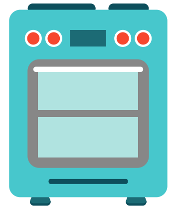
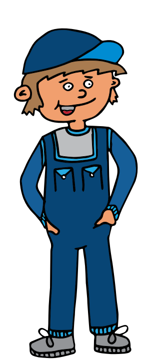
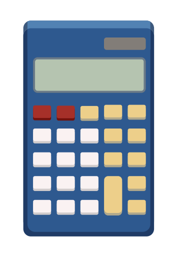
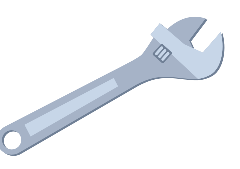


This is a garage. A mechanic works at the garage. The mechanic changes a tire with a wrench. The mechanic uses a funnel to change the oil.



MIXED UP WORK

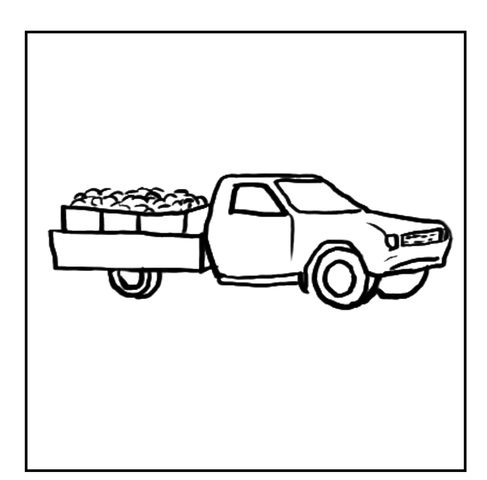
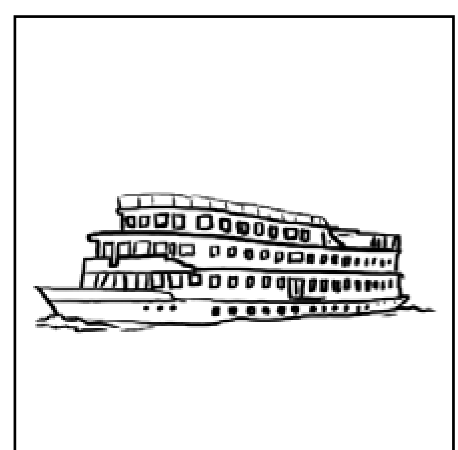
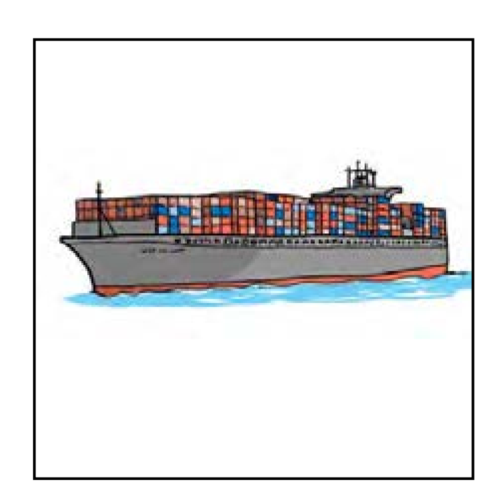
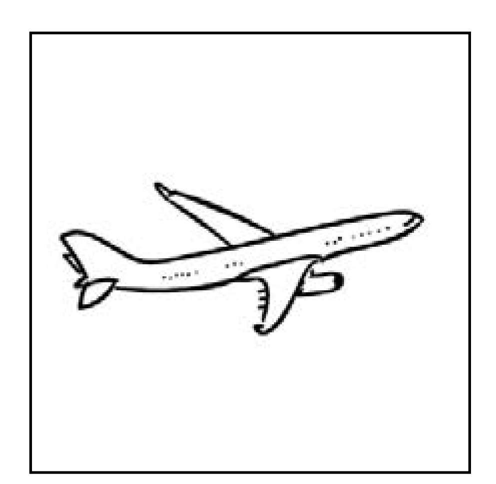
Match the job with the correct place and tools.

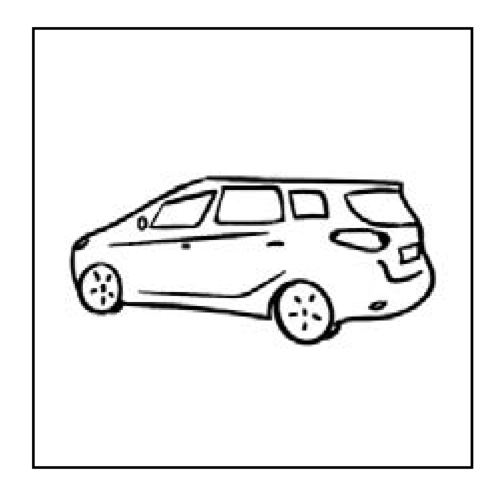
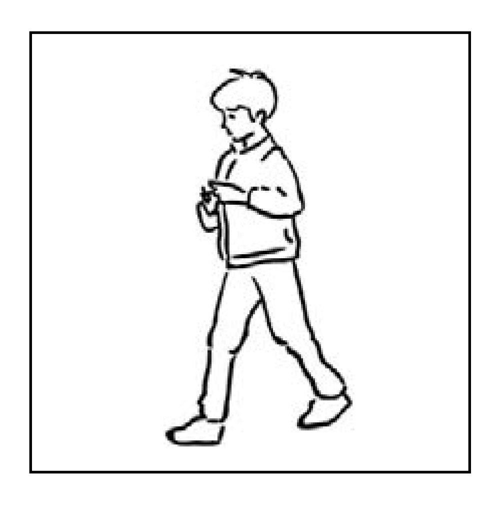
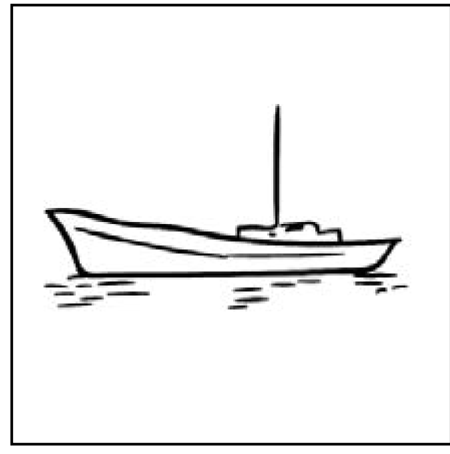
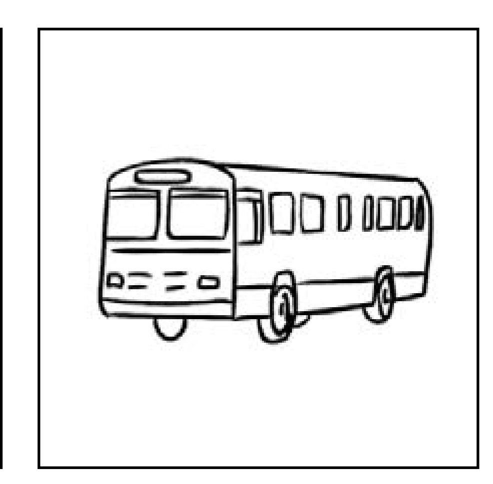
PLACE	JOB	TOOL
		
		
		
		
		



TYPES OF TRANSPORTATION

Use your crayons to color the pictures of the types of transportation that would be used to move goods.



DOES IT ATTRACT?

Test each item , bring (paper clips- pin - wooden clips - paper - plastic ball) using your magnet. If the item sticks to the magnet, write the name in the “YES”column. If the item does not stick to the magnet, write its name in the “NO” column.

YES	NO

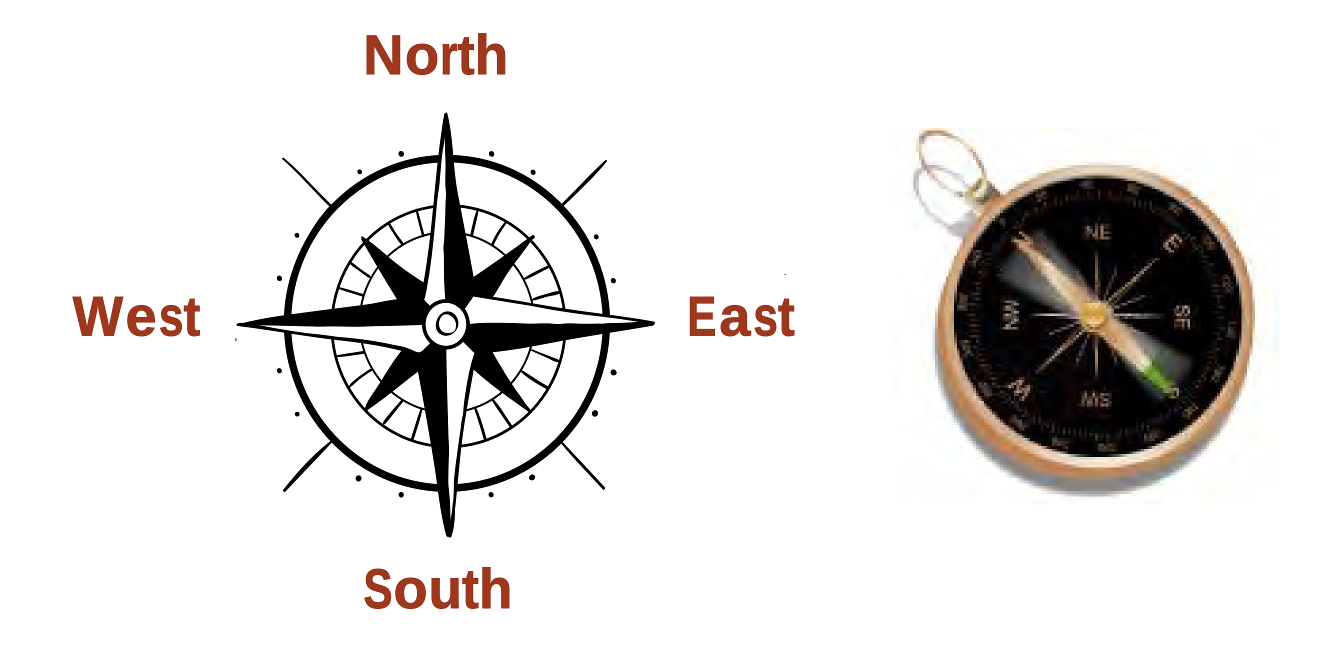
Complete the definition of “magnet.”

A magnet; ______________________



COMPASS

Compare the pictures.



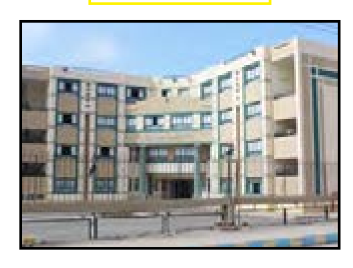




A TOURIST FOR A DAY

Imagine you are a tourist in town for a day. Write a business you will visit at each time shown on the clocks.

School



Bakery



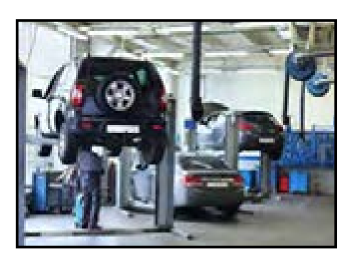
Restaurant



Souvenir Store

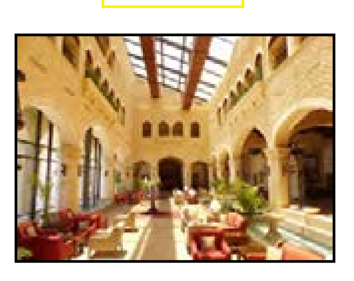


Auto Garage



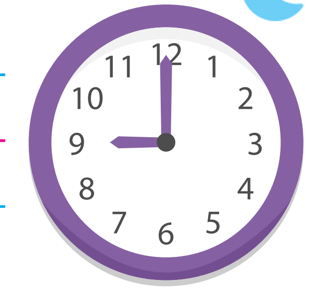


Hotel



Museum





BUYING, SELLING, AND SAVING



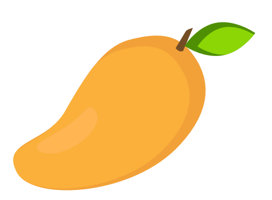


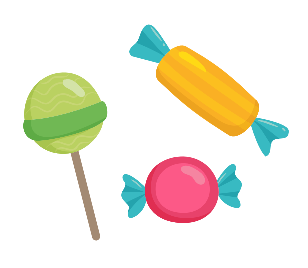
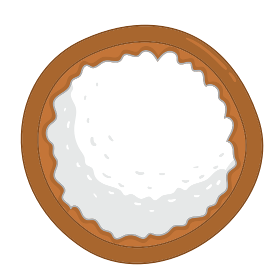
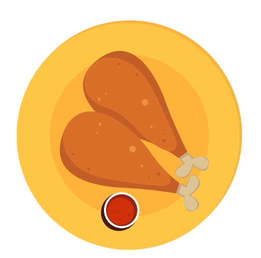
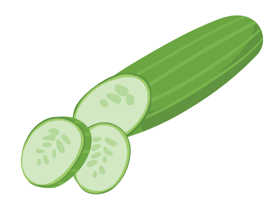
DAILY DIET

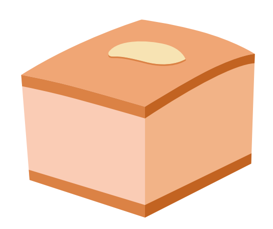
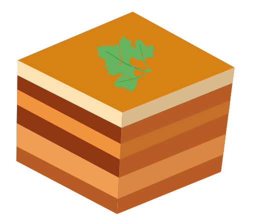
Circle the healthy foods we can eat every day.

Complete the sentence.



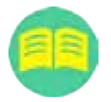



______________________________ foods are healthy foods.





SHOPPING FOR NADIA

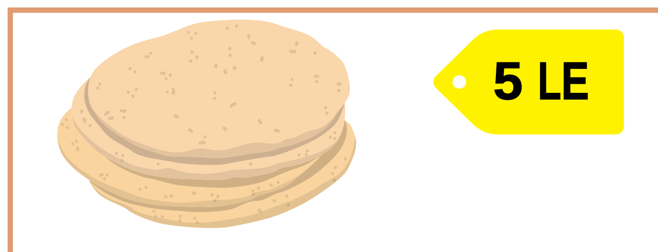
Read the story.

Nadia and her mother are tourists in a new town. When they arrived, Nadia realized she lost a bag on the trip. This morning, they are shopping. These are the goods they still need to buy:

Grocery List

Bread	~~toothpaste~~
Medicine	Honey
Shirt	Book
~~Toothbrush~~	~~Comb~~

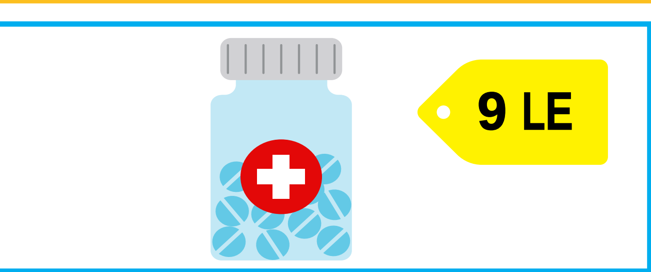
First, they go to the bakery to buy bread. It smells good. Nadia's mother pays the baker 5 LE.



Next, they go to the grocery store to buy honey. Nadia's mother pays the grocer 5 LE.



Next, they go to the pharmacy to buy medicine. Nadia's mother pays the pharmacist 9 LE.



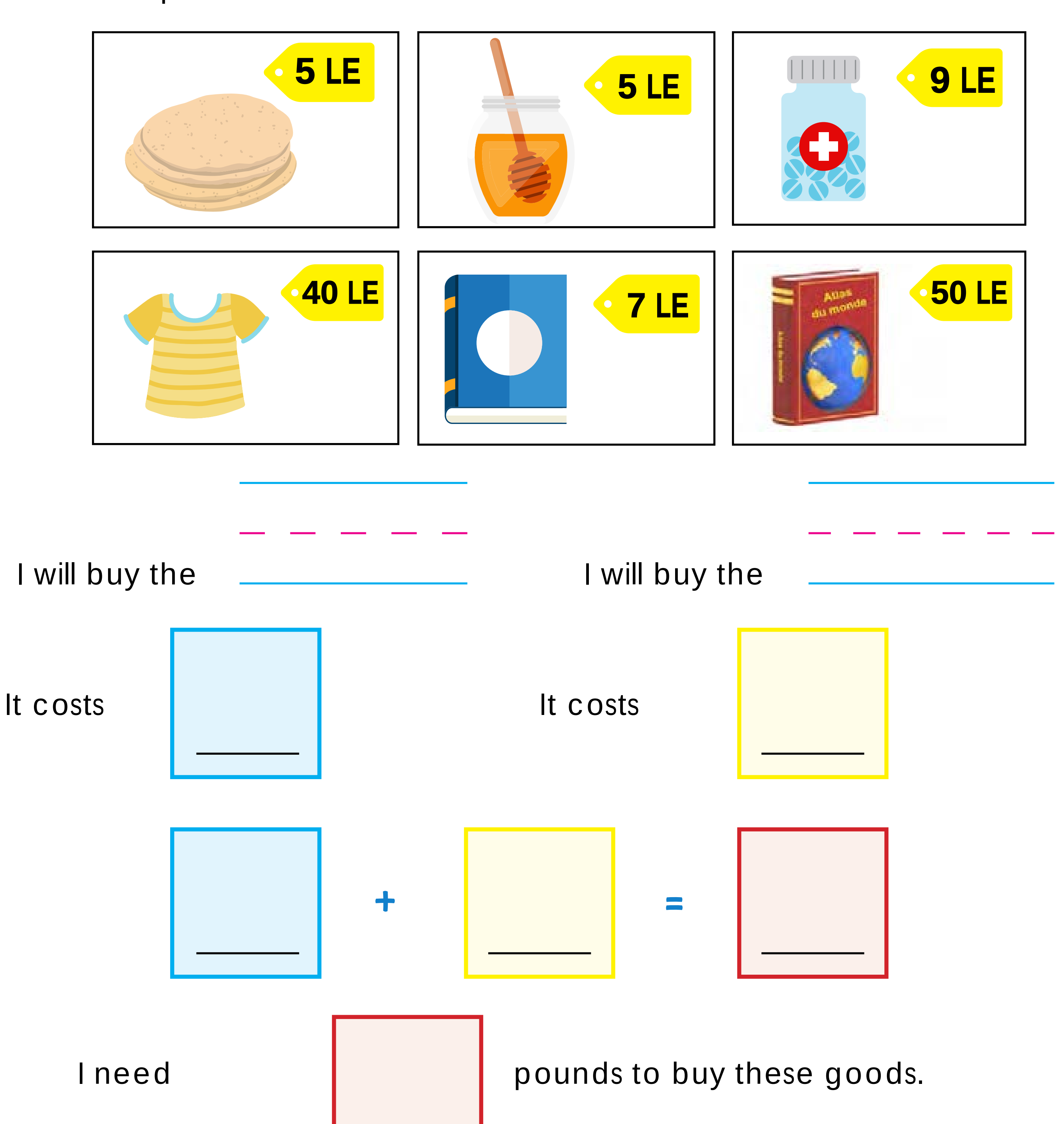
Nadia sees a book of maps she wants at the bookstore. It costs 50 LE. She will save her money so she can buy it next time.



Lesson 3

LET'S GO SHOPPING WITH NADIA

Circle the good that costs the most. Draw a triangle around the good that costs the least. Choose two goods to buy. Complete the sentences.



I will buy the ____________

I will buy the ____________

It costs ______

It costs ______

______ + ______ = ______

I need ______ pounds to buy these goods.

COMMUNICATING WITH NUMBERS



Lesson 1



MENU NUMBERS

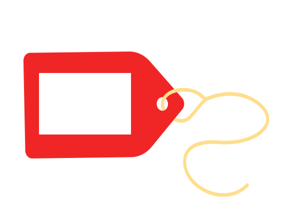
Circle the numbers that communicate price in green. Circle the numbers that communicate time in yellow. Circle the remaining numbers in blue. What information do they communicate?

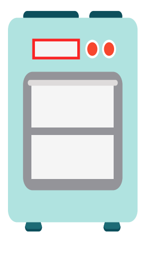
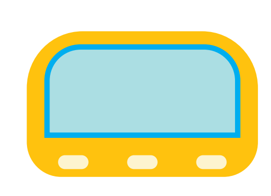




MISSING NUMBERS

The numbers are missing. Can you help? Use the number bank to put the numbers back where they belong.



NUMBER BANK

90°C **3:00** **30** **2 kg** **10 LE**

Lesson 2

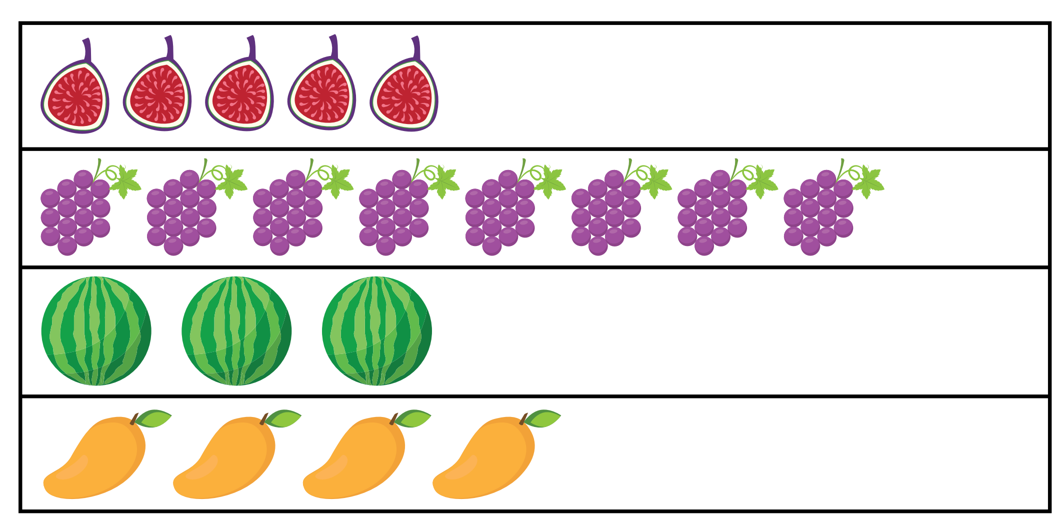


FAVORITE FRUIT

Use the survey information to answer the questions.

The class is going to have fruit for a snack.

The teacher asks the class to choose a favorite fruit.



How many students like figs the best? ________

How many students like grapes the best? ________

How many students like melons the best? ________

How many students like mangoes the best? ________

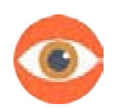
Which fruit is the favorite of most students?

____

The teacher will buy two kinds of fruit. What should the teacher buy?

____

Lesson 3



TECHNOLOGY WITH NUMBERS

Look at the images. Which pictures show technology?

Egyptians used the abacus about 4000 years ago. The abacus is also called a counting frame.



Pascal's Calculator was invented over 300 years ago. It adds and subtracts two numbers. It uses repeated addition and subtraction.



This is an adding machine. How does it work?



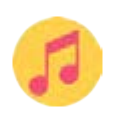
How is this calculator different from the other examples?



COMMUNICATING WITH ART

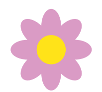


Lesson 1

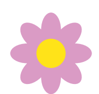


IMITATING MOVES

Read the words to the song together. Then sing the song together. Write one more verse to the song.



IF YOU MOVE AND YOU KNOW IT



If you are playing on the playground, spin around.
If you are playing on the playground, spin around.
If you are playing on the playground, spin around really fast.
If you are playing on the playground, spin around.

If you are playing with a ball, kick it high.
If you are playing with a ball, kick it high.
If you are playing with a ball, kick it high into the sky.
If you are playing with a ball, kick it high.

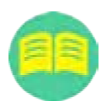


ART SHOW WEBSITE

Use the website to learn more about the upcoming art show.

Before going to the art show, Habiba searches online for more information. The website says there are photographs, paintings, and sculptures at the art show.





HABIBA GOES TO THE ART SHOW

Read the story.

Habiba is happy to go to the art show. Her mother tells her not to touch the art. Habiba nods yes. She knows that the art is special.

Habiba sees a photograph of the Pyramids of Giza. She would like to visit the pyramids. Habiba thinks about the Ancient Egyptians. She is proud of their accomplishments.

Habiba sees a painting of flowers. The flowers are tulips. They are different colors. She thinks the flowers are pretty.

Habiba sees a sculpture of an elephant family. She thinks of her family. They take care of her. She loves her family.

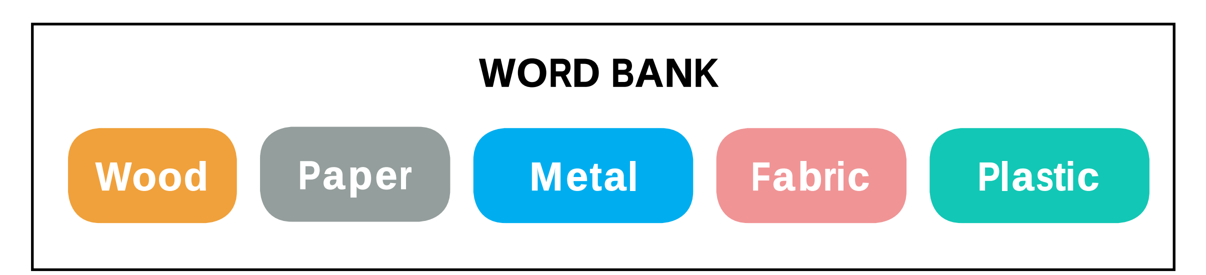
Habiba had fun at the art show. She is going to go home and be an artist. Will she be a sculptor? A photographer? A painter?

Lesson 3

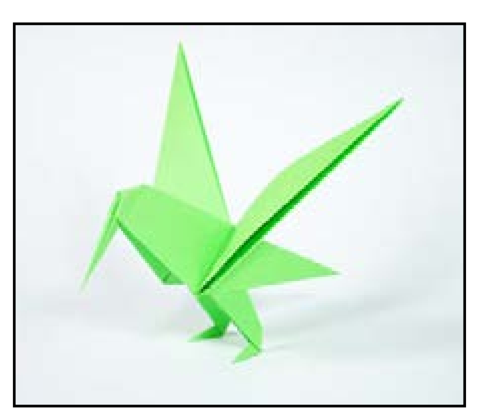


BIRD SCULPTURES

Look at the sculptures. These are made from different materials. What materials do you think each is made from?















MASKS

Look at the masks. Then design your favorite one.

Lesson 5



SHOPPING SCRIPT

Read the buying and selling script together as a class.
Then, identify and discuss the message being communicated.

Store worker : Hello, can I help you?

Customer : I am looking for loaves of bread.

Store worker : Of course. Let me show you where they are.

Customer : How much do the loaves cost?

Store worker : They cost 7 LE.

Customer : Here is 7 LE.

Customer hands store worker money for the items.

Store worker : Thank you. Here is your bread.

Store worker hands the item to customer.

Store worker : Thank you. Here is your bread.

Customer : Thank you.

Store worker : Nice doing business with you.

Customer : You, too. Have a nice day.

Customer leaves the store.



MATH JOURNAL

LESSON 62
Measure, then draw a picture of the object you measured. Write the length of the object next to your picture (3 popsicle sticks, for example).

LESSON 63
Listen to the directions given by your teacher. Draw what the teacher asks you to draw.

LESSON 64
Measure, then draw a picture of the object you measured. Write the length of the object next to your picture (8 paper clips, for example).

LESSON 65
If you are asked, write your Mystery Number. If you are guessing the Mystery Number, write your guess.

LESSON 66
Draw 10 cars racing across your journal. Color them different colors. Write ordinal numbers 1st through 10th above your cars.

LESSON 67
If you are asked, write your Mystery Number. If you are guessing the Mystery Number, write your guess.

LESSON 68
Draw 10 cars racing across your journal. Color them different colors. Write ordinal numbers 1st through 10th above your cars.

LESSON 69
Write the number your teacher says. Then, write the number that is one
more than that number.

LESSON 70
Write the total number of sticks that your group counted out today.

LESSON 71
Draw three circles as shown on the board. Write the two-digit number in the first circle. Write the value of each digit in the other circles. Repeat as directed.

LESSON 72
Write 36 and 63. Then, draw lines from the numbers in the two-digit numbers as the teacher did. Next, write down the value of each number in 36 and 63.

LESSON 73
Spin the spinner. Write the numbers it lands on below. Be sure to record each spin.

LESSON 74 Part 1
Write the number called out by the teacher. Then, copy the teacher's example. Continue as you play the game.

LESSON 74 Part 2
Write two different two-digit numbers. Compare the numbers and draw >, <, or = in between them.

LESSON 75
Write the numbers drawn from the bag. Copy the teacher's four lines and symbols. Underline the digit in the Tens place in each number. Circle the digit in the Ones place in each number. Write the four numbers in order from greatest to least.

LESSON 76
Write the math problems, as instructed by your teacher.

LESSON 77
Write the math problems. Then answer them.

LESSON 79
Answer the math problems. Make sure of writing your answer.

LESSON 80
Answer the math problems. Make sure of writing your answer.

LESSON 81
Write the value of each note as you pull them from the bag. Add them together to find the new total each time. Show your work here.

. **LESSON 82**
Write the value of each note as you pull them from the bag. Add them together to find the new total each time. Show your work here.

LESSON 83
Write the value of each note as you pull them from the bag. Add them together to find the new total each time. Show your work here.

LESSON 84
Write 100 in your journal. Write the value of each note as you pull them from the bag. Subtract to find the new total each time. Show your work here.

LESSON 85
Draw the objects you find during the Shape Hunt.

LESSON 86
Draw two-dimensional shapes: a triangle, a rectangle, a square, and a circle. Follow the directions your teacher gives you.

LESSON 87 Daily Math Challenge:

LESSON 88 Daily Math Challenge:
Write the name of the three-dimensional shape (or draw a picture).

Shape 1	Shape 2	Shape 3
Shape 4	Shape 5	Shape 6

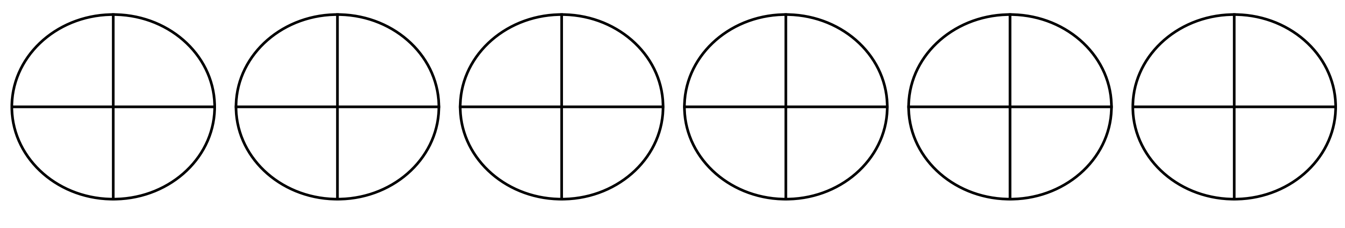
LESSON 89 Daily Math Challenge:



LESSON 90

Daily Math Challenge:

Color the parts of the circle the teacher asks you to color.



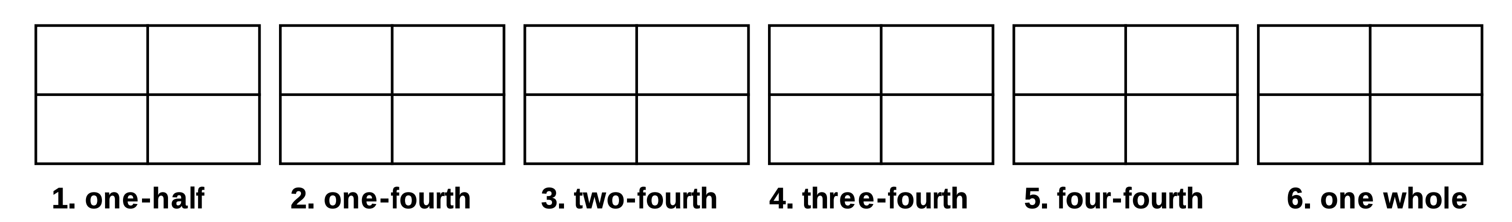
1. one-half   2. one-fourth   3. two-fourth   4. three-fourth   5. four-fourth   6. one whole



LESSON 91

Daily Math Challenge:

Color the parts of the rectangle the teacher asks you to color.



1. one-half   2. one-fourth   3. two-fourth   4. three-fourth   5. four-fourth   6. one whole

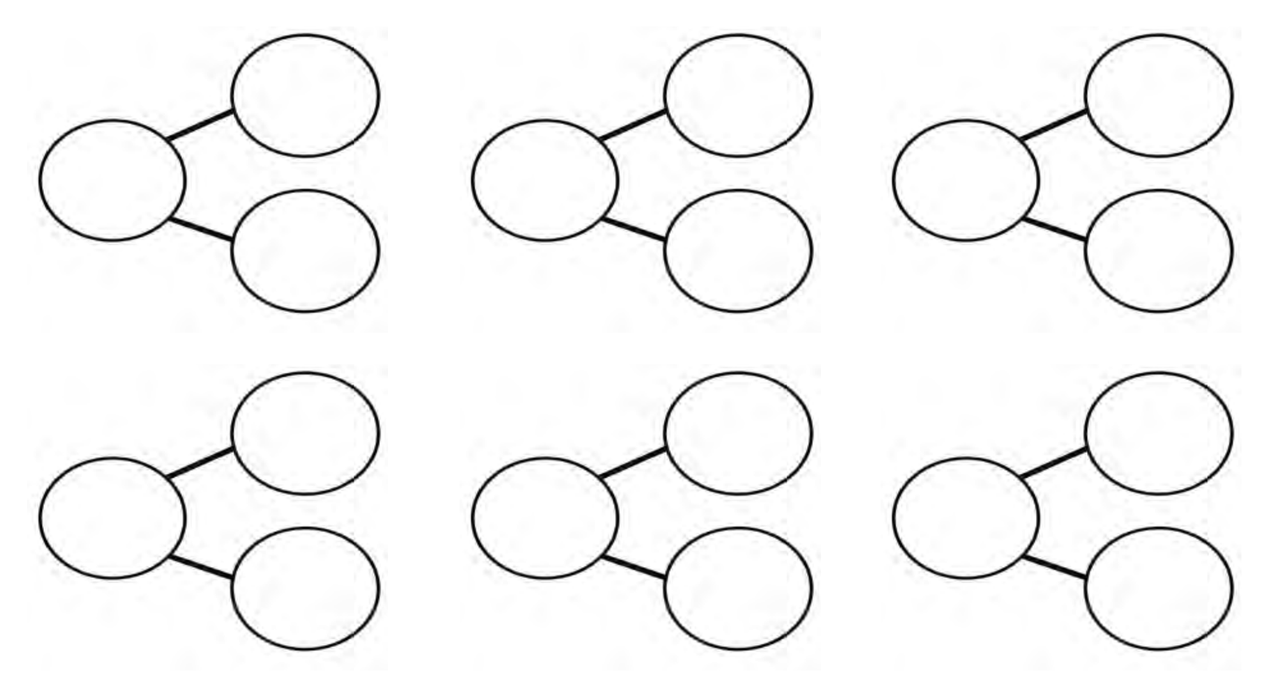


LESSON 93

Daily Math Challenge:

Decompose 10 into two parts. Try as many different ways as you can.

Create a number bond and a number sentence for each.





LESSON 94

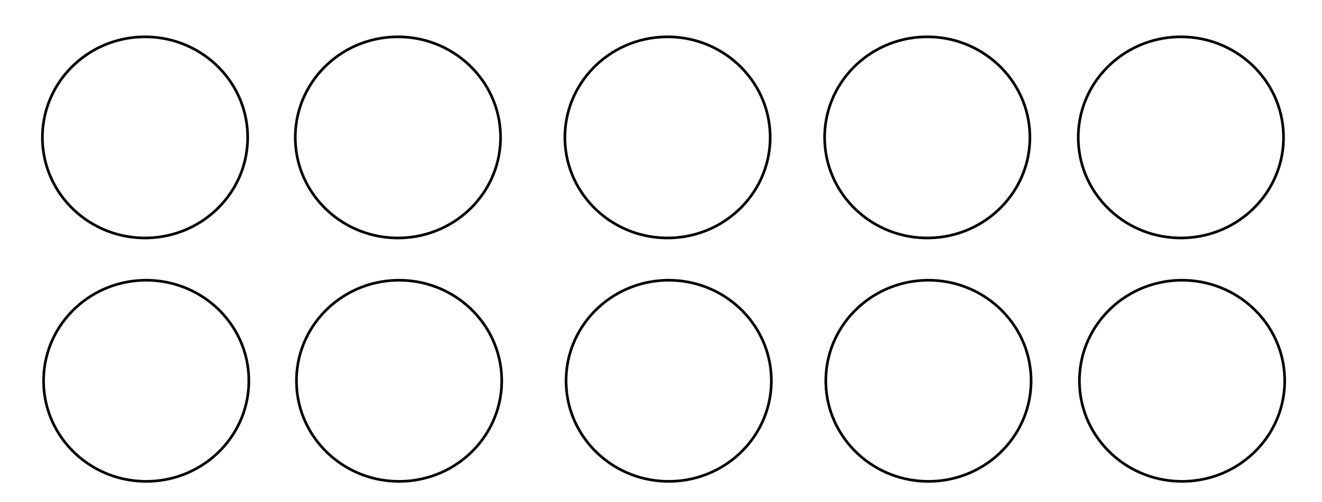
Daily Math Challenge:

Draw hands on the clocks to match the times on the board. Then, write the time in the digital clocks.

LESSON 103 Part 2

Daily Math Challenge:

Write a number from 1 to 20 in each circle below. Decide how you will travel around the board. Draw arrows to each circle you visit and write the addition or subtraction problem next to each arrow.



LESSON 105 Daily Math Challenge:

Write down the LE notes your group used to make 67 pounds.

Write down the LE notes other groups used to make 67 pounds.

LESSON 106 Daily Math Challenge:

I had 60 LE. I spent 50 LE. How much change should I get? Show your work below.

LESSON 107

Play Tip out 10 and complete the chart.

Color 1	Color 2	Draw and color the counters	Addition sentence
			________ + ________ = 10
			________ + ________ = 10
			________ + ________ = 10
			________ + ________ = 10
			________ + ________ = 10
			________ + ________ = 10
			________ + ________ = 10
			________ + ________ = 10
			________ + ________ = 10
			________ + ________ = 10

LESSON 109

Solve the problems below by making 10. Show your work and record your answers.

5 + 8 = ________

3 + 9 = ________

6 + 2 = ________

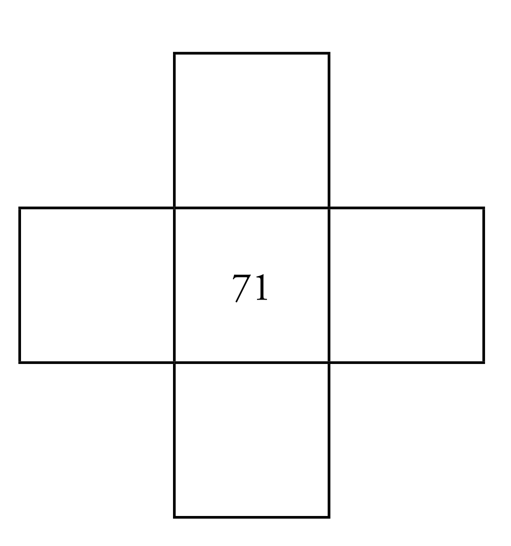
7 + 8 = ________

13 + 2 = ________



LESSON 111

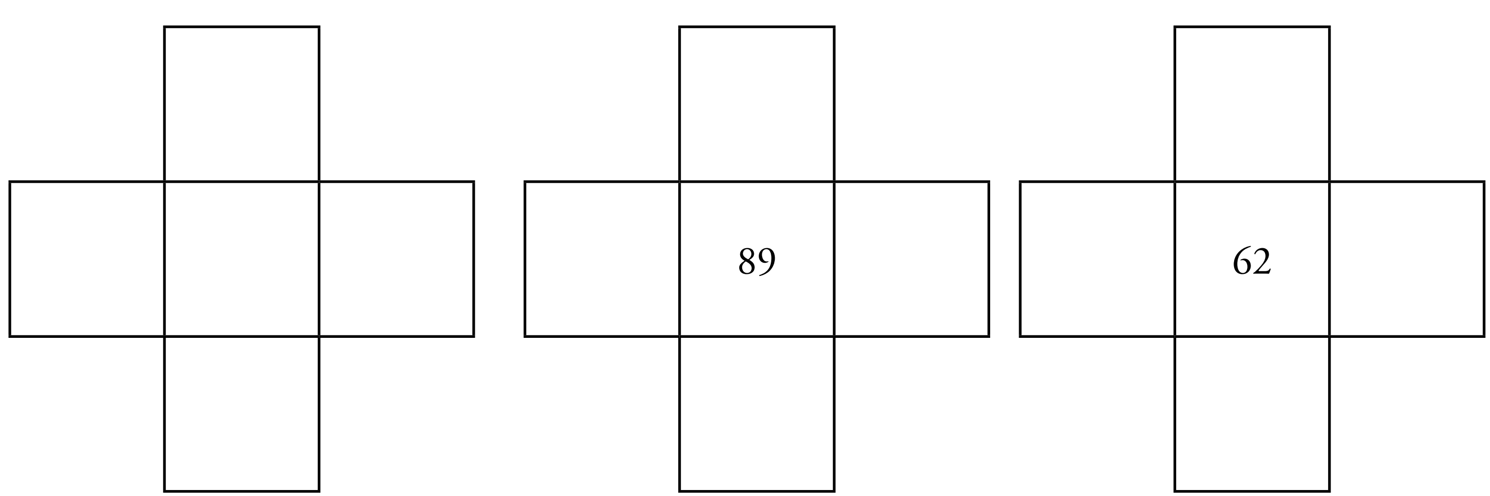
Fill in each box to show 10 more, 10 less, 1 more, and 1 less.



10 more

1 less | 55 | 1 more

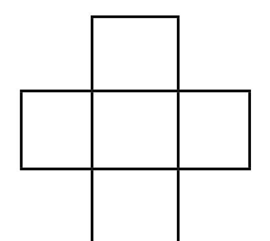
10 less

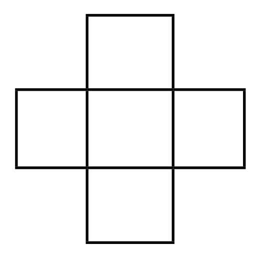




LESSON113

Daily Math Challenge:





Solve the addition problems.

42	23	65	91	13	81	34	90
+ 57	+ 76	+ 34	+ 8	+ 3	+ 7	+ 5	+ 9



LESSON 116

Daily Math Challenge:

Make as many two-digit numbers as you can from: 6 8 1

Decompose the two-digit numbers into Tens and Ones.

1		3	4			7	8		10
	9	8		6		4	3		1

10		30	40			70	80		100
	90	80		60		40	30		10



LESSON 118

Daily Math Challenge:

5		25	35		55	65			95
95		75		55			25		5

10		30	40			70	80		100
	90	80		60		40	30		10

5		25	35		55	65			95
95		75		55			25		5

Solve the subtraction problems.

$\ \ -\ \ ___$ $\quad$ $\ \ -\ \ ___$ $\quad$ $\ \ -\ \ ___$ $\quad$ $\ \ -\ \ ___$

$56 - 52 = ___$ $\quad$ $37 - 16 = ___$ $\quad$ $72 - 41 = ___$ $\quad$ $95 - 32 = ___$

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